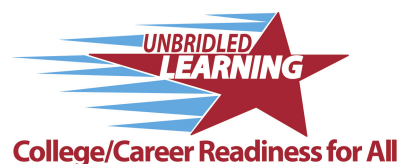


District Assessment Coordinator's Guide

- **ACT Explore[®]**
- **ACT Plan[®]**
- **The ACT[®]**
- **ACT QualityCore[®]**
- **ACT Compass[®]**



Prepared by ACT in cooperation with the Kentucky Department of Education

An Overview of ACT's Educational Planning and Assessment System (EPAS®), ACT QualityCore®, and ACT Compass®

From the Kentucky Department of Education (KDE):

... Kentucky statute KRS 158.6451 requires all Kentucky public school students to take the Educational Planning and Assessment System (EPAS) tests from ACT, Inc., including EXPLORE for eighth graders, PLAN for tenth graders, and the ACT for eleventh graders, beginning in the 2007–08 school year. The law also calls for ACT scores to be recorded on high school transcripts and for ACT, Inc., to supply an individual report for each student based on the results of each of these tests.

These reports will provide teachers and parents with important and helpful feedback about the academic progress being made by students. These reports will also help identify students with academic deficiencies and provide guidance in developing individual, accelerated learning plans designed to correct these deficiencies.

ACT Explore	September 16–27, 2013	ACT Explore Testing Window
ACT Plan	September 16–27, 2013	ACT Plan Testing Window
The ACT	March 4, 2014 March 4–18, 2014 March 18, 2014	Initial Test Date Accommodations Testing Window Make-Up Test Date
ACT QualityCore	August 1–September 13 October 1–November 15 December 2–January 17 February 3–March 14 April 1–June 13 June 16–July 15	ACT QualityCore Test Windows
ACT Compass	August 1–June 15	ACT Compass Testing Window

The Kentucky Department of Education (KDE) along with the testing contractor will be doing analysis of student responses and data to determine if possible inappropriate practices have occurred. This includes erasure analysis, item response patterns, item performance changes over time, and dramatic grade or school performance outside the norm.

Reporting Student Cheating and Score Invalidation

Student cheating or jeopardizing test security is serious and in many cases leads to invalidation of test scores. Invalidation of scores impacts not only student results, but also may impact school/district and state test results.

Monitoring a test administration session requires more than distributing materials and keeping time. Test proctors are expected to monitor students closely to ensure that every student has a fair and equal chance to receive valid scores. A proctor's responsibilities during testing include, but are not limited to, actively moving about the room to ensure that students are:

- working in the appropriate sections of the test book,
- answering questions in the correct areas of the student response document,
- using appropriate resources,
- accessing only approved electronic devices,
- not talking to other students,
- not looking at another student's work, or
- not in any way conducting themselves in a manner that would be considered inappropriate for the testing session.

A proctor should also be attuned to student behavior before and after testing to monitor that secure material is not being shared, such as in a face-to-face conversation or posting on social media.

Student

Inappropriate student behavior is not considered an allegation, but it should be properly reported. Should it be determined by school/district staff that a student has cheated or jeopardized test security by revealing test information, specific steps should be taken to report the incident through the Allegations Reporting Application on the KDE website (education.ky.gov/AA/distsupp/Pages/Allegation-Reporting.aspx). The information should be entered into the application following the step-by-step directions provided, beginning with *Get The Facts*. Information regarding the incident should be gathered as soon as possible.

The information should include school/district name, testing room number, student name(s), State Student Identification number (SSID), proctor name(s), grade level, test form number, content area, item numbers, a detailed description of what happened, how the situation was handled, date of incident, and any other information deemed to be pertinent. These details will allow KDE to remove a student's score. The school should also use this information when determining disciplinary action for the student's misbehavior.

Test Proctor

It is considered an allegation when test proctor(s) cause or allow inappropriate student behavior. The incident should be filed as an allegation using the same application and similar process as filing for student misbehavior. Test proctor(s) may face consequences based on the outcome of the KDE investigation.

SECTION CONTENTS

DAC Responsibilities for ACT Explore and ACT Plan

Placing Initial Orders for ACT Explore and ACT Plan Test Materials	1
Receiving and Distributing Test Materials	1
Placing Supplemental Orders for ACT Explore and ACT Plan Test Materials	4
Returning Test Materials	5
Off-Grade ACT Explore or ACT Plan Testing	5
Frequently Asked Questions about ACT Explore and ACT Plan	6
ACT Site Code Clarification	7

DAC Responsibilities for ACT Explore and ACT Plan

The District Assessment Coordinator (DAC) is the primary liaison between ACT and the schools in the district for the ACT Explore and ACT Plan programs, and an important resource for the ACT, which is administered directly through the schools. The DAC is responsible for ensuring adherence to the standardized testing policies, guidelines, and procedures outlined in the *Supervisor's Manual*, as well as those detailed in this guide. In addition, DACs are invited to participate in all conferences and workshops addressing testing procedures or the interpretation of results.

For ACT Explore, ACT Plan, and the ACT, DACs are required to submit rosters electronically to KDE for state records. Details about rosters will be provided by KDE's Division of Support and Research. Even though ACT Test Supervisors will be responsible for submitting ACT State Testing rosters on paper to ACT, an ACT roster must also be submitted to KDE for reporting purposes. All rosters submitted to KDE should contain annotations of accommodations, exemptions, and unusual situations.

Placing Initial Orders for ACT Explore and ACT Plan Test Materials

In late June, KDE provided a list of eligible districts and schools for ACT Explore/ACT Plan testing to ACT. Contract-eligible sites will place orders using ACT's online ordering system in late July and early August to ensure appropriate test material quantities for standard time and accommodated testing at each school within the district. In addition to the ordered quantities, ACT will include a basic overage of:

- Orders of 1–10 units will receive an overage of 1
- Orders of 11–50 units will receive an overage of 3
- Orders of 51–200 units will receive an overage of 5
- Orders of 201–500 units will receive an overage of 10
- Orders of 501–1,000 units will receive an overage of 15
- Orders of 1,001+ units will receive an overage of 20

Receiving and Distributing Test Materials

Content Pack

The link to sample materials will be communicated via the DAC Monday E-mail by KDE. DACs may either download or print these materials, or save the link for review. The link will remain active for the duration of the testing year.

Receiving ACT Explore and ACT Plan Test Materials

All secure school test materials will be shipped to arrive in district offices no later than the week of September 2, assuming orders are submitted prior to the ordering deadline and September 16 is selected as the test date when the order is placed. Materials will be sent via a traceable carrier. All test materials are considered secure and should be handled and stored accordingly at the district office and in the respective schools. See the *Supervisor's Manual* for ACT Explore and ACT Plan for specific guidelines on handling and storing secure test materials.

DACs should *immediately* open the materials and verify counts to determine if supplemental orders need to be placed. If supplemental test materials are required, DACs should follow the instructions on page 4 of this section. *All supplemental orders must be placed through ACT.*

The following table outlines the available test materials by type as well as standard quantities shipped for the ACT Explore and ACT Plan test administrations for 2013–14.

ACT Explore Test Materials

Quantity	Description
	ACT Explore Kentucky Contract Test Materials Package
1 per student	ACT Explore Test Book
1 per student	ACT Explore Answer Folder
1 per student	ACT Explore <i>Instructions For Completing Your Answer Folder</i>
1 per student	<i>Why Take ACT Explore?</i>
2 per order	ACT Explore School Header
1 per order	ACT Explore Test Supervisor's Packet (Includes <i>Supervisor's Manual</i> , <i>Using Your ACT Explore Results</i> , Posters)
As needed	ACT Explore Scoring Envelope (12 × 15) for 1–250 Answer Folders
As needed	ACT Explore Polymailer Envelope for every 1–500 Answer Folders
	Optional Materials
As ordered	ACT Explore Class/Group Header
As ordered	ACT Explore Test Form—Audio DVD
As ordered	ACT Explore Test Packet—Braille
As ordered	ACT Explore Braille Return Notice
As ordered	ACT Explore Test Packet—Large-Print
As ordered	ACT Explore Reader's Script
As ordered	ACT Explore Pre-ID Label Service
As ordered	ACT Explore Pre-ID Label Instructions
As ordered	<i>Why Take ACT Explore?</i> (Spanish Translation)

ACT Plan Test Materials

Quantity	Description
	ACT Plan Kentucky Contract Test Materials Package
1 per student	ACT Plan Test Book
1 per student	ACT Plan Answer Folder
1 per student	ACT Plan <i>Instructions For Completing Your Answer Folder</i>
1 per student	<i>Why Take ACT Plan?</i>
2 per order	ACT Plan School Header
1 per order	ACT Plan Test Supervisor's Packet (Includes <i>Supervisor's Manual</i> , <i>Using Your ACT Plan Results</i> , Posters)
As needed	ACT Plan Scoring Envelope (12 × 15) for 1–250 Answer Folders
As needed	ACT Plan Polymailer Envelope 1–500 Answer Folders
	Optional Materials
As ordered	ACT Plan Test Form—Audio DVD
As ordered	ACT Plan Test Packet—Braille
As ordered	ACT Plan Braille Return Notice
As ordered	ACT Plan Test Packet—Large-Print
As ordered	ACT Plan Test Form—Reader's Script
As ordered	ACT Plan Pre-ID Label Service
As ordered	ACT Plan Pre-ID Label Instructions
As ordered	<i>Why Take PLAN?</i> (Spanish Translation)

ACT will provide everything needed for this year's testing, including traceable, postage prepaid return envelopes.

Once received, DACs should verify delivery of all materials detailed on the packing list for each school and assessment by opening the cartons and taking inventory of the contents of each carton separately.

Description of packaging:

- ACT will package materials by school and assessment. If materials for any assessment are packed in more than one carton (*N*) per building, the cartons will be numbered 1 of *N*, 2 of *N*, etc.
- A packing list will be inserted in carton number 1 for each school and assessment.
- Materials are packed in a deliberate order and should be replaced in the carton in the same order.

Steps for verifying and distributing shipments:

- Organize cartons by school and assessment to check in the materials.
- Accommodated test materials may be packaged separately by school and assessment.

- Report any discrepancies between the packing lists and materials actually received by calling ACT Explore and ACT Plan Customer Services immediately at 877.789.2925.
- Make a photocopy of each packing list for your files before returning the original to the respective carton.
- Close each carton securely with packaging tape.
- After verifying carton contents against the packing list, distribute cartons to the appropriate schools.
- Remind schools to keep the enclosed mailing envelopes for use in returning materials to you and, subsequently, for return to ACT.

Any questions or concerns regarding test materials may be resolved by calling ACT Explore and ACT Plan Customer Services at 877.789.2925.

Refer to the ACT Explore and ACT Plan supervisor's manuals included in the ACT sample materials email for specific guidelines on handling and storing secure test materials. **Remember that you must not use any ACT Explore or ACT Plan test materials remaining from prior years. ACT will be unable to score test materials from prior years.**

Pre-ID Student Labels

The week of September 2, DACs will receive a shipment of Pre-ID labels for their district. Please open the Pre-ID labels immediately upon receipt and verify you have received student labels for all your schools. Pre-ID files were provided to ACT in July 2013 by KDE for all schools that placed materials orders. If you are missing Pre-ID labels for a school for which a material order was placed, please call ACT Explore and ACT Plan Customer Services immediately at 877.789.2925.

Please note that Pre-ID labels will be sorted alphabetically by student last name within the school (or in the order in which they were submitted to ACT). School personnel will need to affix ACT Explore and ACT Plan Pre-ID labels to answer folders and sort answer documents by test room before the scheduled test day for each assessment.

Placing Supplemental Orders for ACT Explore and ACT Plan Test Materials

School personnel should contact the DAC if additional ACT Explore or ACT Plan testing materials are needed. **All districts must place supplemental materials orders if needed no later than September 16, 2013, by completing a Kentucky ACT Explore or ACT Plan Supplemental Order Form. Please expect at minimum 2–3 days for delivery.** Copies of both are included with the sample email from ACT and can be downloaded from www.education.ky.gov. Supplemental order forms can be emailed to ACT at CustomerServices@act.org. If you have any questions about placing supplemental orders please contact ACT Customer Services at 877.789.2925.

Please be sure to order sufficient material quantities for all accommodated students tested. **Note that the ACT Explore and ACT Plan accommodated test forms will be identical to the standard-format test forms.** New materials to support accommodated testing must be ordered each year.

Returning Test Materials

The DAC is responsible for collecting the completed answer documents and administrative forms as schools conclude their testing and prepare materials for return to ACT. This will include all completed answer folders and administrative materials, including School Header, Testing Irregularity Reports (if any), Test Supervisor Comment Forms (if any), and Class/Group Header (if any). **Note:** Only ACT Explore has Class/Group Headers. There will be NO prearranged carrier pickup for the ACT Explore and ACT Plan administration. **All answer folders must be shipped to ACT by no later than October 9, 2013, approximately 2 weeks after the close of the testing window.**

DACs should gather the above mentioned test materials and headers back from schools and package them into the individually provided envelopes for return to ACT. **Note: *Each school's answer folders must be returned in a separate envelope to ACT with its corresponding header that matches that school's materials.*** Materials from multiple schools or programs may NOT be combined in one envelope. ACT Explore materials must be returned in the designated ACT Explore envelope, and ACT Plan materials in their designated envelope. Please do not combine ACT Explore and ACT Plan materials in the same envelope or carton.

Used ACT Explore and ACT Plan test books should be retained in the testing building in a secure manner and returned to students with their student reports. They should not be returned to ACT. Unused test books are proprietary materials and while it is not necessary to return them to ACT, they should be destroyed in a secure manner. Schools should dispose of other accommodation-related test materials that are not returned to students with their test results with the exception of the Braille test form. After the student has had the opportunity to review item responses, instructions for returning the Braille test form, at ACT's expense, will be provided with the Braille packet. Please refer to the ACT Explore and ACT Plan supervisor's manuals for exact instructions on packing materials for return.

ACT Explore and ACT Plan answer folders shipped to ACT after October 9 will be scored but will not be included in the school/district aggregate reports if they have already been generated. Updated aggregate reports that include late answer folders can be generated for schools/districts for an additional fee.

Off-Grade ACT Explore or ACT Plan Testing

Off-grade ACT Explore or ACT Plan tests cannot be administered prior to the state-required ACT Explore or ACT Plan administration. ACT Explore or ACT Plan test materials purchased outside of the state-required materials order may be used at the same time or after the state-required administration. The return shipment of testing materials must be separate. State-required materials must be returned using the provided return shipping materials. The off-grade materials must be returned using specified return shipping materials for those particular assessments.

Frequently Asked Questions about ACT Explore and ACT Plan

Q: *Test materials before the test:* *If a school does not have enough test materials for enrolled students, may I transfer materials from one school to another or borrow materials from another district?*

A: If a school needs additional test materials, they can be transferred from a school in your district that is certain to have extra materials. You should arrange for all such material transfers and keep a log showing the transferring and receiving sites, quantities, and serial numbers (if applicable) of the specific materials transferred. **Do not transfer materials between districts.**

Q: *Pre-ID labels:* *What should I do with a Pre-ID label for a student who transferred out of our school before we tested?*

A: Destroy the label or, if already applied to an answer folder, destroy the answer folder. Do NOT use the label for another student and do not forward the label to the new school.

Q: *Pre-ID labels:* *If a student's name or birth date is incorrect on the Pre-ID label, should I still use the label?*

A: Yes, because other information it provides will enable a match back to KDE's database. However, you should correct the information on the KDE roster and in the Student Information System (SIS).

Q: *Pre-ID labels:* *If there is no Pre-ID label for a student, what should be done to test the student?*

A: For ACT Explore—If there is no Pre-ID label for a student currently enrolled in the school, the Building Assessment Coordinator (BAC)/Test Supervisor should prepare an answer folder for the student prior to the initial test session by completing blocks A–E and G–H with demographic information from the school record. Be certain to enter the state student ID (SSID) number in block H. In block K, fill in the oval for Test Form 05B for both standard-time and accommodated testing. **After** testing is completed, in the Special Status Codes area, fill in the oval for all special status codes that apply (see ACT Explore *Supervisor's Manual*). Add student to KDE roster.

A: For ACT Plan—If there is no Pre-ID label for a student currently enrolled in the school, the BAC/Test Supervisor should prepare an answer folder for the student prior to the initial session by using demographic information from the official student record. The BAC/Test Supervisor should complete blocks A–D and F–K. The state student ID (SSID) number should be entered in block D. **After** testing is completed, in the Special Status Codes area, fill in the oval for all special status codes that apply (see ACT Plan *Supervisor's Manual*). Add student to KDE roster.

Q: *Last-minute accommodations:* *What do I do if a student is injured and will have trouble reading or completing an answer document during testing?*

A: Injured students may receive testing accommodations at the discretion of the Test Supervisor. Students who will have difficulty in completing their answer folder may be eligible for extended time, use of a large-print answer worksheet, or assistance in marking responses. Students who will have trouble reading may be eligible for extended time, use of a large-print

test form, having the test read to them (a reader's script prepared by ACT must be used), or listening to the test recorded on DVD. For more information about testing accommodations, see the ACT Explore *Supervisor's Manual* or the ACT Plan *Supervisor's Manual*. If a student tests with accommodations, fill in the appropriate accommodation code in the upper right-hand corner of page 2 of his or her answer folder. See the ACT Explore *Supervisor's Manual* or the ACT Plan *Supervisor's Manual* for a list of the accommodation codes. You must also complete a Medical Emergency Form provided by KDE.

Q: *Answer folder completion:* *What if a student has used an ink pen to record answers on his or her answer folder?*

A: The Test Supervisor should use a #2 pencil to mark over each of the ink marks on the answer document, including any double responses to test items. This should be done carefully to ensure all original responses are covered with pencil marks.

Q: *Test materials after the test:* *What if I accidentally discarded or misplaced the envelopes needed for the return of test materials?*

A: The original shipment included the authorized return shipping envelopes to be used for shipping scoring-related materials back to ACT. If these envelopes are no longer available, call ACT Explore and ACT Plan Customer Services at 877.789.2925 for instructions.

Q: *Test materials after the test:* *What should I do with the used test books?*

A: Used test books should be retained in the testing school in a secure manner and returned to the students with their score reports. Unused test books are proprietary materials and while it is not necessary to return them to ACT, they should be destroyed in a secure manner, as you will not be able to use these test books next year.

Q: *Test materials after the test:* *What should I do if I find used answer folders that should have been returned to ACT?*

A: If a used answer folder is found after the original return shipment, please contact ACT Customer Services for instructions and materials that can be used to return the scorable document(s).

ACT Site Code Clarification

Please note the ACT site code for ACT Plan and the ACT is a six-digit code (different from the Kentucky-assigned six-digit code). The ACT site code for ACT Explore is an eight-digit code. These numbers can be found on your materials packing list and should be entered on your school header. Please call ACT Explore and ACT Plan Customer Services if you have any questions about your school site code.

SECTION CONTENTS

ACT Explore

Program Overview	11
Important Dates	11
Who Should Be Tested?	12
Pre-ID of Answer Folders	12
Accommodations	12
Disposition of Materials after Testing	14
ACT Explore Reports	14
Resource Documents Available	15

ACT Explore

Program Overview

The ACT Explore program is a curriculum-based assessment designed to help **eighth** grade students gain an understanding of their academic development in terms of preparation for college, make the most of their opportunities in high school and beyond, and guide them as they start thinking about future educational and career planning.

Like all assessment programs offered by ACT, ACT Explore is based on the belief that young people—and their parents, teachers, counselors, and school administrators—will make more productive plans and decisions if they have organized, relevant information available when they need it most.

ACT Explore assesses academic progress, provides an early indicator of college readiness, helps students understand and begin to explore the wide range of career options open to them, and assists them in developing a high school coursework plan that prepares them to achieve their post-high school goals.

ACT Explore	Subject	Number of Questions	Time
Required for all grade 8 students. A curriculum-based educational and career planning program that helps students entering high school to build rigorous academic plans.	English	40	30 min
	Mathematics	30	30 min
	Reading	30	30 min
	Science	28	30 min

Important Dates

August 16	ACT Explore online ordering completed by DACs.
Week of August 26	DACs receive email link from KDE with sample of all ACT Explore nonsecure test materials.
Week of September 2	ACT Explore State Testing materials arrive in districts.
September 16	Last date to place ACT Explore supplemental orders through ACT Customer Services.
Week of September 2	DACs receive shipment of Pre-ID labels for schools in their districts.
September 16–27	ACT Explore State Testing window.
October 9	<i>Deadline for shipment of answer folders to ACT.</i>
Approximately 10 business days after receipt of answer folders	ACT Explore reports for schools arrive in district offices.
Approximately 20 business days after all district answer folders are received	ACT Explore reports for districts arrive in district offices.

Who Should Be Tested?

All students enrolled in **grade 8** of a Kentucky public school, except alternate assessment students, are to complete the ACT Explore assessment. A student who must repeat grade 8 will be required to repeat grade 8 tests. Building Assessment Coordinators (BACs) must document on the electronic roster the reason any grade 8 student does not participate in ACT Explore. Please note that **ONLY grade 8 student testing** is covered by Kentucky's contract with ACT—all other ACT Explore orders for testing students in other grades must be placed through ACT Customer Services. The schools and/or districts placing these orders (i.e., not KDE) will be responsible for these costs.

Pre-ID of Answer Folders

ACT will provide bar-coded Pre-ID labels based on the student data file provided by KDE in July. Labels will be sorted alphabetically by student last name (i.e., in the order they were submitted to ACT). School personnel will need to affix labels to answer folders and sort documents by testing room prior to the first administration of nontest sections. Instructions for applying the labels will be included in the shipment. Once a label is applied to an answer folder, the folder cannot be used for a different student. If there is no Pre-ID label for a student, please see Frequently Asked Questions about ACT Explore and ACT Plan on page 6 of this manual.

Accommodations

Students with physical or learning disabilities who cannot complete the ACT Explore tests in the standard time limits, using standard test materials, may be tested under special conditions and/or using accommodated testing materials available from ACT. All nontest portions of the ACT Explore program can be completed with the assistance of a reader in an untimed setting.

Recommended Eligibility Requirements for Accommodated Testing

The following section pertains to students who need accommodated testing. Procedures listed in the section Testing Students with Accommodations in the *Supervisor's Manual* should be followed precisely unless specifically addressed in this section of the manual.

Administration of ACT Explore with special accommodations is entirely at the discretion of school personnel. However, ACT recommends accommodated administrations of ACT Explore only for students with current documented disabilities and who have been professionally diagnosed as physically or learning disabled such that they cannot test under standard conditions. Students best served by the use of a testing accommodation are those for whom the accommodation would minimize the impact of the student's disability when it is not relevant to the primary focus of the assessment, thus giving a more accurate picture of the student's ability. To be considered current, the diagnosis should have been made or reconfirmed within the last three years. A current Individualized Education Plan (IEP) or 504 Plan on file at the school is one that has been developed within the last 12 months. Students and parents should understand that students will not necessarily be eligible for accommodations on ACT Plan or on The ACT simply because they receive accommodations on ACT Explore.

Note from KDE: The ACT Explore *Supervisor's Manual* is a national document for anyone in any state who orders ACT Explore materials and is not customized for Kentucky statewide administration. The same decision-making process for providing accommodations on the Kentucky-Performance Rating for Educational Progress (K-PREP) should be followed for the administration of the ACT Explore assessment. Occasionally, the manual and K-PREP rules are in conflict, as with the use of reader's scripts. Kentucky allows reading the reader's script for ACT Explore to small groups of students needing readers **ONLY**. If a student needs paraphrasing or scribing in addition to reading, they must be tested one on one. For students receiving reinforcement and behavior modifications or strategies, manipulatives, paraphrasing, or interpreters, mark the number 9 bubble in the Accommodations box and then annotate in the roster what specific accommodation was given.

Accommodated Materials Available for ACT Explore Testing

- Large-print test book with large-print test response worksheet
- Braille test book
- Reader's script of test book
- Test recorded on DVD

Nontest portions of ACT Explore can be completed with the assistance of a reader or scribe in an untimed setting.

Accommodation Codes

A testing Accommodation Code should be marked in the shaded box at the top of the second page of the answer folder (see graphic below) for all students receiving a special accommodation by the BAC or Test Supervisor. They should mark the **one** code that best describes the accommodation given. (See *Supervisor's Manual*.)

1. *Extended* time limits with standard print materials (no other assistance)
2. Large-print test book with *standard* time limits
3. Large-print test book with *extended* time limits
4. Oral presentation (from audio DVD) with *extended* time limits
5. Oral presentation (from reader's script only) with *extended* time limits
6. Braille test book with *extended* time limits
7. Scribe to transfer answers to answer folder with *standard* time limits
8. Scribe to transfer answers to answer folder with *extended* time limits
9. Assistive communication device (e.g., FM audio system) with *extended* time limits

To be completed by school staff only—see <i>Supervisor's Manual</i>	
ACCOMMODATIONS Mark only one.	
①	⑥
②	⑦
③	⑧
④	⑨
⑤	⑩

VSC	
E M R S	

When a code of 1, 3, 4, 5, 6, 8, or 9 is gridded, the test is considered “nonstandard” because of the extended time allowed for testing. Codes of 2 and 7 are considered “standard.”

English Learners (EL)

First-year EL students in grade 8 are not required to take the ACT Explore assessments. An ACT Explore answer folder for a first-year EL student should not be returned to ACT. Schools will need to document first-year EL status on the roster and during review of data for reporting with KDE. **Second-year and beyond EL students** in grade 8 are required to take the ACT Explore assessments. Districts need to **bubble in EL in the Special Status Code section**. If an EL student receives any testing accommodation indicated on the Program Services Plan (PSP), districts also need to bubble the appropriate accommodation code on the answer folder.

Disposition of Materials after Testing

Immediately after concluding the testing process, BACs/Test Supervisors should gather answer folders, prepare them as described in the *Supervisor's Manual*, and forward them, with completed administrative forms, to the DAC in the envelopes provided. As materials are received from schools, DACs should confirm that all administrative forms (School Headers, Irregularity Reports, etc.) have been completed appropriately and placed correctly with the answer folders for scoring.

All used ACT Explore test books should be retained at the schools in a secure manner to be returned to the students with their ACT Explore Student Report. Any remaining, unused test books are proprietary materials and while it is not necessary to return them to ACT, they should be destroyed in a secure manner. You will not be able to use these test books next year.

ACT Explore Reports

All of the reports listed below will be delivered to DACs. Student and school reports should be forwarded to the respective schools.

Student and School Reports	Level	Media
ACT Explore Student Score Report with Item-Response including current local and prior-year state norms (2 per student)	Student	Print
ACT Explore Student Score Labels (2 per student)	Student	Self-adhesive labels
<i>Using Your ACT Explore Results</i>	Student	Printed booklet
ACT Explore Student List Report	School	Print
ACT Explore Profile Summary Report—School (includes Presentation Packet, College Readiness Standards Report, and Early Intervention Rosters)	School	Print
ACT Explore Item-Response Summary Report—School	School	Print
ACT Explore Data File by School (includes local and state norms)	School	CD
ACT Explore Interpretive Guide for Student and School Reports	School	Print
ACT Explore Item-Response Summary Report Interpretive Guide	School	Print
ACT Explore Test Book	School	Print

(continued)

District Reports	Level	Media
ACT Explore District Profile Summary Report (includes Presentation Packet and College Readiness Standards Report) in addition to copies of Profile Summary Report for each school in the district	District	PDF on CD
ACT Explore Item Response Summary Report—District, in addition to copies of ACT Explore Item-Response Summary Report for each school in the district	District	PDF on CD
ACT Explore Data File by District (includes local, district and state norms)	District	CD

See Important Dates on page 11 for clarification of report delivery time line.

Resource Documents Available

- *Why Take ACT Explore?* (English and Spanish Versions)
- *ACT Explore Supervisor's Manual*
- *ACT Explore Instructions for Completing Your Answer Folder*
- ACT Explore Answer Folder
- ACT Explore School Header
- ACT Explore Class/Group Header
- *ACT Explore Interpretive Guide for Student and School Reports*
- *Using Your ACT Explore Results*

SECTION CONTENTS

ACT Plan

Program Overview	19
Important Dates	19
Who Should Be Tested?	20
Pre-ID of Answer Folders	20
Accommodations	20
Special Note Regarding ACT Plan Educational Opportunity Service (EOS)	22
Disposition of Materials after Testing	22
ACT Plan Reports	23
Resource Documents Available	24

ACT Plan

Program Overview

The ACT Plan program helps **tenth** grade students build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years.

ACT Plan can help all students—those who are college-bound as well as those who are likely to enter the workforce directly after high school. As a “pre-ACT” test, ACT Plan is a powerful predictor of success on the ACT. At the same time, many schools recognize the importance of ACT Plan testing for all students, as it focuses attention on both career preparation and improving academic achievement.

ACT Plan	Subject	Number of Questions	Time
Required for all grade 10 students. A curriculum-based educational and career planning program providing early indicators of college readiness and elevating student expectations.	English	50	30 min
	Mathematics	40	40 min
	Reading	25	20 min
	Science	30	25 min

Important Dates

August 16	Deadline for DACs to complete online ordering for ACT Plan.
Week of August 26	DACs receive email link from KDE with sample of all ACT Plan nonsecure test materials.
Week of September 2	ACT Plan State Testing materials arrive in districts.
September 16	Last date to place ACT Plan supplemental orders through ACT Customer Services.
Week of September 2	DACs receive shipment of Pre-ID labels for schools in their districts.
September 16–27	ACT Plan State Testing window.
October 9	<i>Deadline for shipment of answer folders to ACT.</i>
Approximately 10 business days after receipt of answer folders	ACT Plan reports for schools arrive in district offices.
Approximately 20 business days after all district answer folders are received	ACT Plan reports for districts arrive in district offices.

Who Should Be Tested?

All students enrolled in **grade 10** of a Kentucky public school, except alternate assessment students, are to complete the ACT Plan assessment. Any student who skips Grade 10 is still required to take all mandatory tests administered to all grade 10 students. A student who skips grade 10 must also take required assessment(s) for his or her current grade level. A student who must repeat grade 10 will be required to repeat grade 10 tests. Building Assessment Coordinators (BACs) must document on the electronic roster the reason any grade 10 student does not participate in ACT Plan. Please note that **ONLY grade 10 student testing** is covered by Kentucky's contract with ACT—all other ACT Plan orders for testing students in other grades must be placed through ACT's online ordering system. The schools and/or districts placing these orders (i.e., not KDE) will be responsible for these costs.

Pre-ID of Answer Folders

ACT will provide bar-coded Pre-ID labels based on the student data file provided by KDE in July. Labels will be sorted alphabetically by student last name (i.e., in the order they were submitted to ACT). School personnel will need to affix labels to answer folders and sort documents by testing room prior to the first administration of non-test sections. Instructions for applying the labels will be included in the shipment. Once a label is applied to an answer folder, the folder cannot be used for a different student. If there is no Pre-ID label for a student, please see Frequently Asked Questions about ACT Explore and ACT Plan on page 6 of this manual.

Accommodations

Students with physical or learning disabilities who cannot complete the ACT Plan tests in the standard time limits, using standard test materials, may be tested under special conditions and/or using accommodated testing materials available from ACT. All nontest portions of the ACT Plan program can be completed with the assistance of a reader in an untimed setting.

Recommended Eligibility Requirements for Accommodated Testing

The following section pertains to students who need accommodated testing. Procedures listed in the section Testing Students with Accommodations in the *Supervisor's Manual* should be followed precisely unless specifically addressed in this section of the manual.

Administration of ACT Plan with special accommodations is entirely at the discretion of school personnel. However, ACT recommends accommodated administrations of ACT Plan only for students with current documented disabilities and who have been professionally diagnosed as physically or learning disabled such that they cannot test under standard conditions. Students best served by the use of a testing accommodation are those for whom the accommodation would minimize the impact of the student's disability when it is not relevant to the primary focus of the assessment, thus giving a more accurate picture of the student's ability. To be considered current, the diagnosis should have been made or reconfirmed within the last three years. A current Individualized Education Plan (IEP) or 504 Plan on file at the school is one that has been developed within the last 12 months. Students and parents should understand that students will not necessarily be eligible for accommodations on the ACT simply because they receive accommodations on ACT Plan.

Note from KDE: The ACT Plan *Supervisor's Manual* is a national document for anyone in any state who orders ACT Plan materials and is not customized for Kentucky statewide administration. The same decision-making process for providing accommodations on the K-PREP should be

followed for the administration of the ACT Plan assessments. Occasionally, the manual and K-PREP rules are in conflict, as with the use of reader's scripts. Kentucky allows reading the reader's script for ACT Plan to small groups of students needing readers **ONLY**. If a student needs paraphrasing or scribing in addition to reading, they must be tested one on one. For students receiving reinforcement and behavior modifications or strategies, manipulatives, paraphrasing, or interpreters, mark the number 9 bubble in the Accommodations Box and then annotate in the roster what specific accommodation was given.

Accommodated Materials Available for ACT Plan Testing

- Large-print test book with large-print test response worksheet
- Braille test book
- Reader's script of test book
- Test recorded on DVD

Nontest portions of ACT Plan can be completed with the assistance of a reader or scribe in an untimed setting.

Accommodation Codes

A testing accommodation code should be marked in the shaded box at the top of the back page of the answer folder (see graphic below) for all students receiving an accommodation by the BAC or Test Supervisor. They should mark the **one** code that best describes the accommodation given. (See *Supervisor's Manual*.)

For students testing with accommodations, the BAC/Test Supervisor must record a testing accommodations code in the shaded box at the top of the fourth page of the answer folder for all students receiving a special accommodation. They should mark the **one** code that best describes the accommodation given. (See *Supervisor's Manual*.)

TO BE COMPLETED BY SCHOOL STAFF ONLY—SEE SUPERVISOR'S MANUAL												
Accommodations Mark only one.					VSC		Special Status Codes Mark all that apply.					
(1)	(3)	(5)	(7)	(9)	(E)	(R)	<input type="checkbox"/> HB	<input type="checkbox"/> ME	<input type="checkbox"/> Y	<input type="checkbox"/> SE	<input type="checkbox"/> M	<input type="checkbox"/> Z
(2)	(4)	(6)	(8)	(10)	(M)	(S)	<input type="checkbox"/> LEP	<input type="checkbox"/> R	<input type="checkbox"/> FL	<input type="checkbox"/> X		

The codes are as follows:

1. *Extended* time limits with standard print materials (no other assistance)
2. Large-print test book with *standard* time limits
3. Large-print test book with *extended* time limits
4. Oral presentation from audio DVD with *extended* time limits
5. Oral presentation (from reader's script only) with *extended* time limits
6. Braille test book with *extended* time limits
7. Scribe to transfer answers to answer folder with *standard* time limits
8. Scribe to transfer answers to answer folder with *extended* time limits
9. Assistive communication device (e.g., FM audio system) with *extended* time limits

When a code of 1, 3, 4, 5, 6, 8, or 9 is gridded, the test is considered "nonstandard" because of extended time allowed for testing. Codes of 2 and 7 are considered "standard."

Special Note Regarding ACT Plan Educational Opportunity Service (EOS)

KDE provides a student data file to ACT for use in generating ACT Plan Pre-ID labels for each enrolled student. However, this file will NOT include students' mailing or email addresses.

For students to be able to benefit from ACT Plan's Educational Opportunity Service (EOS) and to **receive information from colleges and scholarship agencies that may be of interest to them**, students MUST complete the following steps as directed in *Instructions for Completing Your ACT Plan Answer Folder* and in the *Supervisor's Manual*.

- Fill in the oval in block C to indicate you are adding an address since none is included on the pre-ID label. This is vital because if block C is not marked, the ACT Plan scoring system will not recognize the addition of a mailing address change on the answer folder.
- Mark "YES" in block I to indicate interest in receiving EOS information. Students who do not wish to participate in EOS simply mark "NO" in the oval on block I.
- Enter a **complete** mailing address in blocks P to S, and, if available, an email address in block O (optional).

ACT will provide these instructions to school personnel through information provided in the *Supervisor's Manual*.

Additional Instructions

- Block K: All students should mark "YES" even though they may actually be enrolled in a school different from where they are testing. KDE has directed that student results be reported by and returned to the **school or facility at which the student tested**. Marking "YES" in block K will ensure that student score reports are received by the testing school or facility.
- Block L: **Kentucky schools are to leave block L blank.**

ACT will provide this instruction to school personnel through information provided in the *Supervisor's Manual*.

English Learners (EL)

First-year EL students in grade 10 are not required to take the ACT Plan assessments. An ACT Plan answer folder for a first-year EL student should not be returned to ACT. Schools will need to document first-year EL status on the roster and during review of data for reporting with KDE. **Second-year and beyond EL students** in grade 10 are required to take the ACT Plan assessments. Districts need to **bubble in EL in the Special Status Code section** on page 4 of the student's answer folder. If an EL student receives any testing accommodation indicated on the Program Services Plan (PSP), districts also need to bubble the appropriate accommodation code on the answer folder.

Disposition of Materials after Testing

Immediately after concluding the testing process, BACs/Test Supervisors should gather answer folders; prepare them as described in the *Supervisor's Manual*; and forward them with completed administrative forms to the DAC in the envelopes provided. As materials are received from schools, DACs should confirm that all administrative forms (School Headers, Irregularity Reports, etc.) have been completed appropriately and placed with the answer folders for scoring.

All used ACT Plan test books should be retained at the schools in a secure manner, to be returned to the students with their ACT Plan Student Report. Any remaining, unused test books are proprietary materials and while it is not necessary to return them to ACT, they should be destroyed in a secure manner. These test books cannot be reused the following year.

ACT Plan Reports

All of the reports listed below will be delivered to DACs. Student and school reports should be forwarded to the respective schools.

Student and School Reports	Level	Media
ACT Plan Student Score Report with Item–Response including current local and prior-year state norms (2 per student)	Student	Print
ACT Plan Student Score Labels (2 per student)	Student	Self-adhesive labels
<i>Using Your ACT Plan Results</i>	Student	Printed booklet
ACT Plan Student List Report	School	Print
ACT Plan Profile Summary Report—School (includes Presentation Packet, College Readiness Standards Report, and Early Intervention Rosters)	School	Print
ACT Plan Item–Response Summary Report—School	School	Print
ACT Plan Data File by School (includes local and state norms)	School	CD
ACT Plan Interpretive Guide for Student and School Reports	School	Print
ACT Plan Item–Response Summary Report Interpretive Guide	School	Print
ACT Plan Test Book	School	Print
District Reports	Level	Media
ACT Plan District Profile Summary Report (includes Presentation Packet and College Readiness Standards Report) in addition to copies of Profile Summary Report for each school in the district	District	PDF on CD
ACT Plan Item–Response Summary Report—District, in addition to copies of ACT Plan Item-Response Summary Report for each school in the district	District	PDF on CD
ACT Plan Data File by District (includes local, district and state norms)	District	CD

See Important Dates on page 19 for clarification of report delivery time line.

Resource Documents Available

- *Why Take ACT Plan?* (English and Spanish Versions)
- *ACT Plan Supervisor's Manual*
- *ACT Plan Instructions for Completing Your Answer Folder*
- ACT Plan Answer Folder
- ACT Plan School Header
- *ACT Plan Interpretive Guide for Student and School Reports*
- *Using Your ACT Plan Results*

SECTION CONTENTS

The ACT

Program Overview	27
DAC Communications for the ACT Statewide Test	27
Who Should Be Tested?	28
ACT State Testing Key Dates	28
Standard Testing Requirements	31
Appointing Required Testing Staff	31
Accommodations	31
ACT Review of Applications for Accommodations on the ACT	32
Invalidated Scores	32
ACT Reports	33
Frequently Asked Questions about the ACT	34
Resource Documents Available	34

The ACT

Program Overview

The ACT college readiness assessment program is a comprehensive system for collecting and reporting information about students planning to enter postsecondary education. It consists of four major components:

Tests of Educational Development

The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The tests emphasize reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of tasks college students are expected to perform.

Course/Grade Information Section

This component provides 23 self-reported high school grades in English, mathematics, natural sciences, social studies, language, and the arts. The courses include those that customarily form the core of a college preparatory curriculum and are frequently required for admission to college.

Student Profile Section (SPS)

The Student Profile Section (SPS) contains information reported by students, in such categories as educational plans, interests, and needs; financial aid; demographic background information; and extracurricular activities.

The ACT Interest Inventory

This 72-item survey reports scores that parallel six interest and occupational types. The Interest Inventory helps students identify majors consistent with their interests.

The ACT	Subject	Number of Questions	Time
Required for all grade 11 students. Assesses high school students' general educational development and their ability to complete college-level work.	English	75	45 min
	Mathematics	60	60 min
	Reading	40	35 min
	Science	40	35 min

DAC Communications for the ACT Statewide Test

Throughout the year, information regarding test-day administration, accommodations, and irregularities for the ACT will be communicated directly to school personnel, including Test Supervisors and Test Accommodations Coordinators (TACs).

To keep DACs fully informed, all significant communications sent to Principals, Test Supervisors, and TACs will also be copied to DACs. They will also have access to key documents via a link to an ACT website, or the items will be posted on the KDE website. All broadscale communications will be provided to KDE in advance of distribution to DACs. In addition, key updates will always be shared with Kentucky DACs via the Division of Support and Research's weekly DAC Monday Email.

Who Should Be Tested?

All students enrolled in **grade 11** at a Kentucky public school, except alternate assessment students, are to be tested. For any grade 11 student who does not test, the reason for nonparticipation is to be documented on the electronic roster.

ACT State Testing Key Dates

Standard Time Testing

March 4, 2014—Initial Test Date

March 18, 2014—Makeup Test Date

Accommodations Testing

ACT-Approved and State-Allowed Accommodations

March 4–18, 2014—Testing Window

Week of September 2, 2013

Test Center Establishment Packets mailed to high school principals. DACs will be emailed a link to access the materials online. Principals should distribute individual establishment packets to the staff they appoint as Test Supervisor (TS), Back-up Test Supervisor (BU), and Test Accommodations Coordinator (TAC).

September 9, 2013

Accommodations training webcast becomes available online. This webcast focuses on procedures for completing and submitting required documentation for students needing to test with ACT Accommodations.

September 9–October 4, 2013

Window for schools to provide required online establishment profiles and school information

September 20, 2013

Date for all principals to have completed online their portion of the establishment profile form (school information and appointment of TS, BU, and TAC)

October 4, 2013

Deadline for ACT to receive completed online profile forms from the principal, TS, BU, and TAC. It is imperative that schools be established by this deadline. All four profiles must be submitted for Spring 2014.

October 7–18, 2013

Window for staff to register online to attend (in-person) Test Administration Training workshops

October 23, 2013

Accommodations Q&A session

Week of November 11, 2013

Test administration webcast becomes available.

Week of November 11, 2013

Test Administration Training (in-person) workshops. ACT and KDE will conduct two workshops for all appointed TSs, BUs, and TACs. Registration is required.

November 22, 2013

Deadline for ACT to receive *Application for ACT-Approved Test Accommodations* with accompanying documentation for each student needing accommodations

December 2013/February 2014

Test administration Q&A sessions

December 13, 2013	Deadline for Test Supervisor to submit online , off-site proposal if standard testing requirements cannot be met at the school
January 6–10, 2014	Window for Test Supervisor to provide online, the total number of students expected to test (eligible grade 11), to ACT
January 6–February 12, 2014	Window for Test Accommodations Coordinator to order online , quantities needed for State-Allowed Accommodations materials
Week of January 20, 2014	Test Accommodations Coordinator receives Preliminary ACT-Approved Accommodations Roster for review.
January 31, 2014	Deadline for Test Accommodations Coordinator to request changes to the Preliminary Accommodations Roster for ACT-Approved Accommodations. No response indicates school agrees the roster and test format are accurate for each student.
Week of February 3, 2014	Test Supervisor receives nonsecure materials shipment which includes answer documents, bar code labels, and copies of the <i>Supervisor's Manual</i> and <i>Taking the ACT</i> .
November 25, 2013–February 12, 2014	<p>Window for ACT to receive <i>ACT-Approved Accommodations Late Consideration Form</i> (for the following reasons only). This must be accompanied by <i>Application for ACT-Approved Test Accommodations</i>, posted online.</p> <ol style="list-style-type: none"> 1. New to the School or Newly Classified as Grade 11: Student was not previously approved for an accommodation and has newly enrolled in or transferred schools. This also includes students who were newly classified as Grade 11 after the original deadline. 2. Newly Identified Disability: Student has been evaluated or diagnosed recently, a new disability has been identified by the school, and an accommodations plan has been put in place after the original deadline. 3. Transfer Student: Student who is already approved with an accommodation (for State Testing) and transfers to your school from another school within the state. 4. Medical Emergencies or Sudden Medical Onset: Student who develops a sudden medical condition or suffers an injury which could prevent the student from accessing the examination (e.g., broken arm, hand, wrist, etc.). Students can mark the answers to the multiple choice questions in the test book and testing staff can transcribe the answers to the answer document after testing. If the student must take the writing test, a scribe for the student to dictate the essay response to may be applied for. Other medical emergencies or conditions may also qualify. Schools must request a scribe or other alternate materials by submitting an ACT-Approved Application and complete documentation of the condition and its effect on the student's ability to access the test. ACT will consider each case individually.

Early February–
February 28, 2014

Window for schools to hold supervised pretest sessions for all students, to conduct room supervisor and proctor training, and to arrange to meet testing requirements at school or off-site location

Week of February 24, 2014

Test Supervisor receives secure standard time test materials shipment for initial testing.

Note: Schools that have informed ACT they will be on break during this week will receive their shipment the prior week.

Week of February 24, 2014

Test Accommodations Coordinator receives secure accommodations shipment of:

1. ACT-Approved Accommodations materials including:
 - a. Final roster of ACT-Approved Accommodations and student letters (will not include any late requests)
 - b. ACT-Approved alternate format test materials, such as large type, audio DVD, and Braille
2. State-Allowed Accommodations test materials including State-Allowed alternate-format test materials (as ordered), such as large type or audio DVD.

Note: Schools that have informed ACT they will be on break during this week will receive their shipment the prior week.

March 4, 2014

Initial test date—The ACT After testing, prepare test materials for return to ACT

March 4–18, 2014

Accommodations testing window

March 4–5, 2014

Window for Test Supervisor to submit, online, makeup order for standard time materials—The ACT

March 5, 2014

Initial test date materials pickup. Contact ACT at 800.553.6244, extension 2800, if you have trouble with scheduled pickups.

March 11–13, 2014

Test Supervisor receives secure standard time test materials shipment for makeup testing.

March 13–17, 2014

Window for schools to hold supervised sessions for all applicable students testing on the makeup test date

March 18, 2014

Makeup test date—The ACT

After testing prepare test materials for return to ACT

March 19, 2014

Makeup and accommodations test materials pickup. Contact ACT at 800.553.6244, extension 2800, if there are issues with scheduled pickups.

March 21, 2014

Deadline for schools to return all test materials

March 28, 2014

Deadline for ACT to receive all answer documents from schools (Answer Document Receipt Deadline). Late arriving documents will not be scored.

Standard Testing Requirements

Schools must abide by the standard testing requirements as stated in *Summary of Requirements—ACT State Testing* and the *ACT Supervisor’s Manual for State Testing*. ACT will provide DACs with access to each of these documents.

Appointing Required Testing Staff

For schools to establish their participation, they must complete all test site establishment processes as directed by ACT. The initial mailing will be sent to the school principal who will identify the required testing staff (Test Supervisor, Backup Test Supervisor, and Test Accommodations Coordinator) at each school. DACs will be directed to a website where they can access such materials.

The **Test Supervisor** must meet ACT’s standard requirements for testing staff, provide documentation of the school’s secure storage facilities, and agree to ACT’s standard testing requirements for test administration. The Test Supervisor will serve as the primary contact for all communications about the ACT administration, will receive materials, will be responsible for conducting standardized and secure test administrations at the school, and will promptly return all test materials to ACT. Each appointed Test Supervisor will be required to complete and submit an *ACT State Testing Test Supervisor Profile* using ACT’s online system, OTIS (Online Testing Information System). After review and approval of the Profile, all future communications about the test administration will be addressed to the Test Supervisor.

Principals will be required to appoint a **Backup Test Supervisor** who meets the same criteria as the Test Supervisor, and who will be able to serve in the event that the Test Supervisor is unable to fulfill his or her administration duties on the test day. Each Backup Test Supervisor must submit an *ACT State Testing Backup Test Supervisor Profile* for ACT’s review and approval.

Principals will appoint a **Test Accommodations Coordinator** (TAC) to serve students who need test accommodations (see “Accommodations” below). This individual will be responsible for submitting requests for accommodations and coordinating the testing of students approved for those accommodations during the period of time between the initial test date and the makeup test date. The TAC will serve as the primary contact for all communications about the ACT accommodations administration, will receive the accommodation test materials, will be responsible for conducting standardized and secure test accommodations administrations at the school, and will promptly return all accommodations test materials to ACT. The TAC must submit an *ACT State Testing Test Accommodations Coordinator Profile* agreeing to take on this responsibility.

Accommodations

ACT is committed to ensuring that official ACT scores reported to colleges and other entities from Kentucky State Testing are comparable to scores earned through other forms of ACT testing involving the application of ACT’s test accommodations policies. Therefore, ACT supports the following two forms of accommodations on the ACT when it is administered as part of a state testing program:

- **ACT-Approved Accommodations** that result in ACT scores that are fully reportable to colleges, scholarship agencies, and other entities *in addition* to being used for state testing purposes. Only students with professionally diagnosed and documented disabilities and who receive accommodations in school should apply for ACT-approved accommodations.

Examples of accommodations that may be requested include extended time, alternate test formats, stop-the-clock breaks, and authorization to test over multiple days. Applications will be reviewed by ACT staff, and if appropriate, by other expert disability consultants, to ensure they meet ACT's established eligibility criteria and include the same supporting documentation required for approving all other ACT accommodations requests.

- **State-Allowed Accommodations** that result in ACT scores used only for state testing purposes; these scores are not college-reportable. English learners (EL) who do not have a disability but receive accommodations in school should request State-Allowed Accommodations.

The school's appointed TAC will submit individual requests for test accommodations to ACT. The TAC will submit one of the following forms for each student for whom accommodations are requested:

- ***Application for ACT-Approved Accommodations***—This form will be used to apply for ACT approval of test accommodations for students who meet ACT's established eligibility requirements.
- ***Request for State-Allowed Accommodations***—This form will be used to request test materials for students who will test with "state-allowed" accommodations. This includes students who do not meet ACT's eligibility requirements (e.g., English learners with no disabilities) or whose applications for ACT-Approved Accommodations have been denied.

ACT Review of Applications for Accommodations on the ACT

ACT will review applications for ACT approval by applying the Americans with Disabilities Act (ADA) standards that are used for all such applications. Approval is dependent on submission of all required documentation by the stipulated deadline and review by ACT. It is possible for ACT to approve an accommodation for one student, while the same accommodation may be denied for a different student.

Students who do not meet ACT eligibility requirements (e.g., English learners with no disabilities) or whose requested accommodations are denied by ACT may request to take the ACT with the denied accommodations under the State-Allowed Accommodations option, or they may test standard time without accommodations. **Note: State-Allowed Accommodations must be requested for a student so that ACT can ship the correct ACT test materials**—which are *different* from those used by examinees testing with ACT-Approved Accommodations. See "Key Dates" for important deadlines for accommodations requests beginning on page 28.

Invalidated Scores

If any student's test scores are invalidated, ACT will notify KDE in writing of records that have been invalidated. ACT will also notify schools and students as appropriate when scores are cancelled or the answer document is not scored. KDE will be responsible for informing DACs of the outcomes.

ACT Reports

Standard ACT Reports by Student (All College-Reportable State Testing Scores)*			
Report	Media	When Distributed	Recipient
Student Report and Booklet, <i>Using Your ACT Results</i>	Print	3–8 weeks after test date	Student at address entered on answer document
High School Report (1 per student), Score Labels (2 per student), High School Report Checklist (1 per report delivery)	Print (Multiple deliveries as scoring is completed)	3–8 weeks after test date	Director of Counseling (by title only)
College Report(s)	As requested by college	As requested by college	College(s) entered by student on answer document

*Students receiving State-Allowed Accommodations on the ACT do not receive a college-reportable score.

High School Reports from ACT State Testing				
Report	Population Reported	Media	When Distributed	Recipient
High School Profile Report including College Readiness Standards Report	All students ¹	Print	July	Principal
State-Allowed Score Notification Letter (1 for student, 1 for school)	Students Tested with State-Allowed Accommodations	Print	July	Principal

¹Including students tested with State-Allowed and ACT-Approved Accommodations.

District Reports from ACT State Testing				
Report	Population Reported	Media	When	Recipient
State-Allowed Score Notification Letter (one copy)	Students Tested with State-Allowed Accommodations	Print	July	DAC
District High School Profile Report including College Readiness Standards Report	All students ¹	Print	July	DAC
High School Profile Report for each HS in District	All students ¹	Print	July	DAC
District Student Data File	All students ²	CD	July	DAC

¹Including students tested with State-Allowed and ACT-Approved Accommodations

²Including students tested with ACT-Approved Accommodations

Frequently Asked Questions about the ACT

Q: *Test Scores:* *Will the March ACT test given to Kentucky grade 11 students count for college admissions purposes?*

A: All students who take the ACT as part of State Testing in Kentucky with either standard time or ACT-Approved Accommodations (and receive scores) will be able to use those scores for college admission and scholarship purposes and initial NCAA eligibility certification. Students who test using State-Allowed Accommodations or who do not receive scores due to prohibited behavior or a misadministration will not be able to use their results for college admissions, scholarship purposes, or initial NCAA eligibility certification.

Q: *Test Sites:* *Will high schools that are already approved test centers for the national ACT administration have to be approved again for the ACT for Kentucky weekday administration?*

A: Yes, high schools currently serving as ACT test centers must submit their establishment profiles and request to be established as a test site for the weekday administration of the ACT for Kentucky.

Q: *Test Administration:* *Can district personnel and other interested parties (DACs, school board members, superintendents, media, etc.) monitor test administration on test day?*

A: To protect examinees from anxiety and distractions, unauthorized persons—including parents, board personnel, media, etc.—must not be allowed to enter, observe, or photograph test rooms or preliminary activities. Only authorized personnel serving in the role of testing staff (Test Supervisor, Backup Test Supervisor, Test Accommodations Coordinator, Room Supervisor or Proctor) are allowed in the testing area.

Resource Documents Available

- ACT State Testing—Checklist of Dates: Standard Time Testing and Accommodations Testing
- *ACT Supervisor's Manual for State Testing*
- *Preparing for the ACT*
- *Taking the ACT*
- *Summary of Requirements—ACT State Testing*

SECTION CONTENTS

ACT QualityCore

Program Overview	37
ACT QualityCore Courses	38
DAC Responsibilities for ACT QualityCore	38
Who Should Be Tested?	39
Preparing for ACT QualityCore Testing	41
Receiving and Distributing Test Materials	44
Returning Test Materials	46
Accommodations	46
ACT QualityCore Reports	48
Resource Documents Available	48
Appendix A: Course Codes for EOC as Defined by KDE	50

ACT QualityCore

Program Overview

From the Kentucky Department of Education:

The state of Kentucky is focused on making college and career readiness a reality for every Kentucky student. With this focus, Senate Bill 1 (SB 1) was enacted in 2009. This legislation allowed, with approval by the Kentucky Board of Education, an end-of-course (EOC) assessment program at the high school level. ACT will provide its QualityCore Instructional Program as Kentucky's K-PREP EOC examinations for English 10, Algebra II, Biology, and U.S. History. The EOC assessments are part of Kentucky's Unbridled Learning: College/Career Readiness for All.

ACT QualityCore is an instructional improvement and curriculum alignment program designed to help schools and districts increase students' college and career readiness by raising the overall quality of high school core courses. ACT QualityCore helps teachers focus on the essential skills students need most to be ready for success.

ACT QualityCore components include:

Rigorous Course Standards

Aligned to Common Core State Standards and drawn from years of empirical data and real-world classroom experience, ACT Course Standards define the essential knowledge and skills students need to be college and career ready.

Instructional Resources

ACT QualityCore's instructional resources allow educators to customize instruction to meet student needs. These resources include an *Educator's Guide*, ACT Course Standards, a Course Description and Syllabus, a Course Outline and Instructional Unit Plan, and Test Blueprints.

Formative Item Pool

Available through an online, interactive test builder, ACT QualityCore provides educators with customizable quizzes and interim benchmark assessments that ensure teachers are identifying trouble spots in student learning.

End-of-Course Assessments

ACT QualityCore End-of-Course (EOC) assessments provide educators with multiple-choice questions to evaluate student gains in achievement course by course. Multiple-choice items on the End-of-Course assessments may be administered via Computer-Based Testing (CBT) or paper-and-pencil testing. Under the Kentucky contract with ACT, End-of-Course assessments will consist of two 45-minute multiple-choice test sessions (available as either CBT or paper-and-pencil).

Progress Monitoring/Reporting

End-of-Course multiple-choice test results are provided in a live, interactive, online format. The reports include an estimated ACT Plan/ACT score that gives students and teachers an easy way to identify how well students are meeting standards for college and career readiness.

ACT QualityCore Courses

For the 2013–14 school year, the following ACT QualityCore courses (including End-of-Course assessments) will be administered in Kentucky school districts and are funded by KDE:

English 10	Algebra II
Biology	U.S. History

The following ACT QualityCore courses are not funded by KDE, but may be purchased by schools and districts from ACT:

Algebra I	English 12
Chemistry	Geometry
English 9	Physics
English 11	Precalculus

Courses Requiring an EOC exam

Schools will need to evaluate their courses as compared to the EOC requirements. Schools will then select the appropriate course to administer the EOC. For example, the EOC test for Biology has a syllabus, instructional support materials and a test blueprint to help administrators evaluate which course covers the content assessed on the EOC test.

Schools that adhere to the state course codes may refer to Appendix A for a list of state course codes that require an EOC assessment. **It is important schools use the state course codes within Infinite Campus (IC).** As KDE extracts data from IC for the Vantage system and the Student Data Review and Rosters Application (SDRR), the state course codes will be utilized. A list of course codes are in Appendix A of this section.

DAC Responsibilities for ACT QualityCore

The District Assessment Coordinator (DAC) is the primary liaison between ACT and the schools in the district for the ACT QualityCore program, and an important resource for ACT. The DAC is responsible for ensuring adherence to the standardized testing policies, guidelines, and procedures outlined in the *Test Supervisor's Manual* and *Room Supervisor's Manual*, as well as those detailed in this guide. In addition, DACs are invited to participate in all conferences and workshops addressing testing procedures or the interpretation of results.

All DACs should become familiar with each step described in “Preparing for ACT QualityCore Testing” on page 41. DACs are responsible for allocating ACT QualityCore units to each school in the district, as well as assisting the schools with teacher and student setup within the ACT QualityCore system.

Any staff administering the EOC assessments must read, sign, and abide by the *Administration Code for Kentucky's Educational Assessment Program* (703 KAR 5:080) and, if providing accommodations, read and abide by the *Inclusion of Special Populations in the State-Required Assessment and Accountability Programs* (703 KAR 5:070).

Note: ACT QualityCore testing is being used for accountability purposes as determined by KDE. Schools must administer ACT QualityCore only within the test window selected.

New DAC registration

If new to ACT QualityCore, the DAC will need to be added to the system. To get set up, send an email to qualitycorecustomerservice@act.org with the following information:

- First and last name
- District name

Note that a new DAC for a district will need to be added as the site administrator for the district.

Who Should Be Tested?

Any student completing the ACT QualityCore courses shall take the state-required End-of-Course assessments. For 2013–14, the EOC assessments are English 10, Algebra II, Biology, and U.S. History. The courses are Kentucky graduation requirements. The EOC exam is given after completion of the course, with or without credit.

For state accountability, each student completing English 10, Algebra II, Biology, and U.S. History must have one score, or an approved exemption, for each of the required EOC exams. Students are tested once at the completion of *all* coursework. School staff will determine when the student is at the end of the course. This is a policy change from the initial year of EOC implementation.

Once staff members have determined the student will not continue additional coursework or will not need further instruction, the student shall take the EOC exam. If the EOC exam results in the student's failure requiring the student to complete the entire course, the student may retake the exam.

Below are a few examples:

Example 1: Student passes the complete course				
Semester 1: Student passes	Semester 2: Student passes	Student takes EOC assessment		
Example 2: Student retakes one section of semester course				
Semester 1: Student barely passes	Semester 2: Student fails	Student retakes Semester 2	Student takes EOC assessment	
Example 3: Student retakes both sections of a semester course				
Semester 1: Student fails	Semester 2: Student fails	Student retakes Semester 1	Student retakes Semester 2	Student takes EOC assessment
Example 4: Student passes both sections of a semester course, takes the exam which causes failure of the course				
Semester 1: Student barely passes	Semester 2: Student barely passes	Students fails EOC assessment, fails course	Student retakes 2 weeks of coursework	Student does not retake EOC assessment

Example 5: Student retakes one section of a trimester course				
Trimester 1: Student passes	Trimester 2: Student fails	Trimester 3: Student passes	Student retakes Trimester 2	Student takes EOC assessment
Example 6: Student retakes entire course				
Year-Long Course: Student barely passes	Student takes EOC assessment, results in failure of course	Student retakes entire Year-Long Course	Student may retake EOC assessment (not required)	

Students Receiving Partial Credit

Students who took part of a course during the 2012–13 school year and complete any portion of the course in subsequent years must complete the EOC assessment.

Transfer Students

A student who transfers from a private, out-of-state, or another Kentucky public school during the year and has received partial credit to date (e.g., has earned half a credit due to having completed one semester) and enrolls in the course to complete it, must take the EOC exam.

Students transferring from other Kentucky public school districts who completed English 10, Algebra II, Biology, and U.S. History during the 2012–13 school year should have an EOC exam score. If not, testing on that student should be completed. The only exception is if the student took a portion of the course prior to the 2012–13 school year.

English Learners (EL)

EL students who are in their first year of enrollment in a U.S. school are exempt from accountability assessments. Note: Students may be required to attempt mathematics and science (e.g., completing 4 multiple-choice items) for federal participation.

Middle School Students

Students receiving high school credit must take the EOC exam. For state accountability, each student completing English 10, Algebra II, Biology, and U.S. History should have one score for each of the required EOC exams. EOC testing in Algebra II, English 10, Biology, and U.S. History is a state-required component for high schools. During the 2011–12 and 2012–13 school years, several hundred grade 8 students in accelerated programs completed coursework and testing in Algebra II and Biology. These grade 8 EOC student scores were “banked,” or held, until a process could be developed to include the grade 8 EOC scores in high school reporting. Student scores from grade 8 EOC testing will be included in the high school the student attends for 100 days as a ninth grader. The Office of Assessment and Accountability (OAA) worked with other KDE offices, District Assessment Coordinators, and the School Curriculum, Assessment, and Accountability Council (SCAAC) on this issue.

Early Graduates

Students receiving high school credit must take the EOC exam. For example, students who take U.S. History the fall semester of their senior year and graduate in December are required to take the EOC assessment. Early graduates are generally unable to be included in the school's accountability since they are not in the school for 100 days.

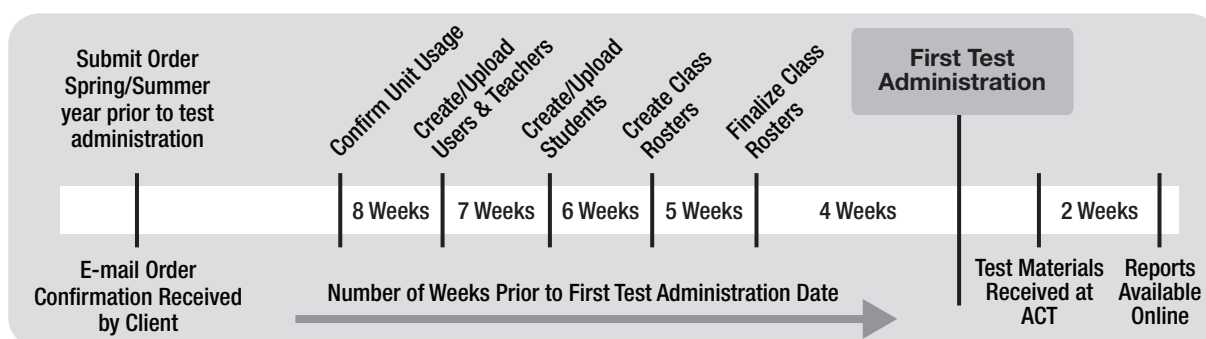
Note: Students who have taken EOC-assessed courses and met graduation requirements prior to the 2011–12 school year do not take the EOC exam.

Tracking Students

Beginning with the 2011–12 freshman cohort, every student should have an EOC score for English 10, Algebra II, Biology, and U.S. History. At the end of the 2014–15 school year, students graduating without an EOC score or approved exemption in each of these courses will be included in the school and district accountability calculations.

Preparing for ACT QualityCore Testing

In order to prepare for ACT QualityCore testing, DACs must complete a number of tasks within the ACT QualityCore system. All of these tasks are necessary to ensure that your students are able to test and that the resulting data is robust at the state, district, school, classroom, and student levels. If at any time you have questions about the tasks described below, please contact ACT at 866.764.7228.



The following step-by-step instructions are designed to help you through the pretesting process. Instructions are provided for the following important tasks:

Create Unit Usage

This task allows DACs to finalize the number of students testing at each school and the dates of testing. This process is a prerequisite to building test rosters.

Create/Upload Users and Teachers

This process allows DACs to create individual teacher/admin accounts. These accounts are required for accurate score reporting to the teacher level.

Create/Upload Students

This will allow DACs to create individual student accounts.

Create Class Test Rosters

This process allows DACs to create or make changes to test rosters. These rosters should replicate the actual classes of students taking the End-of-Course assessments.

Finalize Class Test Rosters

This process enables DACs to place students in, remove students from, and/or move students among existing rosters.

ACT QualityCore End-of-Course State Windows

The ACT QualityCore End-of-Course assessment state windows have been set for the 2013–14 school year.

State Windows

- August 1–September 13
- October 1–November 15
- December 2–January 17
- February 3–March 14
- April 11–June 13
- June 16–July 15

Students completing the course outside the state windows must test during the next window.

School Window

Within each window, schools choose a 10-day window (**consecutive days**) to complete the four tests, including makeup sessions.

Note: MC1 and MC2 must be given in order on the same day.

Schools may schedule multiple content tests on same day.

Note: A 10- to 15-minute break is allowed between test sessions.

For paper-and-pencil testing, all students in one content area must be tested at the same time (similar to the ACT administration).

For computer-based testing, multiple testing sessions can be utilized in a single day.

Nontraditional Students

Students in a nontraditional setting (i.e., Self-Paced, Online Credit Recovery Courses) may test at any time during the established EOC state windows. School staff chooses one or two **consecutive days per student(s)** to complete sessions.

Format (Paper-Based Testing or Computer-Based Testing)

For the multiple-choice sections, school staff may choose the format of each content area: paper-and-pencil testing or computer-based testing (CBT). Staff may choose to administer the multiple-choice sections in paper and computer formats in one content area. For example, schools may choose to give juniors the Algebra II paper-based and seniors Algebra II computer-based formats.

The first computer-based test must begin at the same time as the paper-and-pencil test. Below is an example of the timing for a school that chose to test in one day.

Multiple Choice					
Time	Subject	Room	Paper-and-Pencil Testing	Computer-Based Testing	Special Education
8:00–10:00	English 10	Cafeteria	100		4
	English 10	201	25		
	English 10	202		20	
	Algebra II	Library	90		7
	Algebra II	203	20		
	Algebra II	202		20	
10:00–12:00	English 10	202		20	
	Algebra II	202		20	

Ordering Process

To prepare for EOC testing, the following steps must be completed: Confirm Unit Usage, Create Class Test Rosters, and Finalize Class Rosters. Teacher, student and school/district staff accounts created during the 2011–12 and 2012–13 school year remain in the system.

Receiving and Distributing Test Materials

DACs are responsible for maintaining the security and safekeeping of the test materials and for returning them to ACT at the conclusion of testing. All test booklets, used and unused, must be returned to ACT.

Depending on the quantity being shipped, there may be several boxes per school that comprise your ACT QualityCore shipment. If paper-and-pencil testing, for each course (English 10, Biology, Algebra II, and U.S. History) a minimum of 1 box of multiple-choice test booklets per school will be received.

Shipping: DACs should expect to receive materials two weeks prior to the school test start dates, provided the schedule on the ACT QualityCore website is followed (confirm unit usage at 8 weeks prior to test start date, finalize class rosters at four weeks prior). If this time line is not followed, ACT cannot be responsible for getting schools their test materials two weeks before their test start date (especially if materials are ordered less than two weeks prior to the test start date). ACT has made changes to how the boxes are labeled. DACs should be able to easily identify what school the boxes are for and what materials are in the boxes.

When materials arrive, DACs should open the boxes (starting with box marked 1 of X) and verify that the materials listed on the Pack/Return Slip match the materials found in the boxes. If any discrepancies are found, call ACT immediately at 866.764.7228.

All schools will find the following items in the test materials shipment for contract testing:

- Pack/Return Slips in box 1 of each shipment. There will be one of these for each course as well as the miscellaneous materials. Keep these slips to include with your return shipment to ACT.
- ACT QualityCore Test Booklets
- Pre-ID Labels
- Reference Sheets (Algebra II)
- ACT QualityCore *Test Supervisor's Manual*
- ACT QualityCore *Room Supervisor's Manual* (1 per 25 students)
- ACT QualityCore School Header
- ACT QualityCore Group Header(s) (1 per 15 students)
- ACT Scoring Services Tyvek envelope(s) to package completed answer documents for scoring
- Polymailer bags with prepaid return postage labels for shipping all Tyvek scoring envelopes to ACT Scoring Services
- Clear packing tape to seal boxes for return shipment to ACT

Note: For computer-based testing, staff should refer to the *Online User Guide*, which can be found under “Resources” in the ACT QualityCore system. No *Test Supervisor's Manuals* or *Room Supervisor's Manuals* are shipped for those using computer-based testing.

All test materials will be shipped to arrive at the district office approximately two weeks prior to the first day of testing established for each school. All test materials are considered secure and should be handled and stored accordingly at the district office and in the respective schools. See the *Test Supervisor's Manual* for ACT QualityCore for specific guidelines on handling and storing secure test materials.

Note: The box(es) in which you received your test materials and the attached Pack/Return Slips should be used to return all test materials other than used answer documents and related materials to ACT.

Once delivered to the schools, BACs should open the materials and verify counts *immediately* to determine if there are any discrepancies.

The following table outlines available test materials shipped for the ACT QualityCore test administrations for 2013–14.

ACT QualityCore Test Materials

Quantity	Description
	ACT QualityCore Kentucky Contract Test Materials Package
1 per student	ACT QualityCore Test Booklet
1 per student	ACT QualityCore Pre-ID Label
1 per student	ACT QualityCore Answer Documents
1 per student	ACT QualityCore Reference Sheets (for Algebra II)
1 per school	ACT QualityCore <i>Test Supervisor's Manual</i>
1 per 25 students	ACT QualityCore <i>Room Supervisor's Manual</i>
1 per school	ACT QualityCore School Header
1 per Test Assignment Roster	ACT QualityCore Group Header
As needed	ACT QualityCore Tyvek Envelope for Completed Answer Documents
As needed	ACT QualityCore Polymailer bags with prepaid return postage labels for shipping Tyvek envelopes containing Answer Documents
1 roll	Clear Packing Tape
	Optional Materials
As ordered	ACT QualityCore—Audio DVD
As ordered	ACT QualityCore—Braille
As ordered	ACT QualityCore—Large-Print
As ordered	ACT QualityCore—Reader's Script

Returning Test Materials

After testing, materials must be stored in a secure location until they are returned to ACT. Used answer documents can be returned whenever testing is completed for an entire course or can remain in secure storage until you have finished testing all courses. To ensure timely scoring of answer documents, DACs must follow the instructions for Packaging Answer Documents for Scoring in the *Test Supervisor's Manual*. There will be significant delays in scoring answer documents not returned according to those instructions (e.g., without required Group Headers or loose in test material boxes). All test booklets, manuals, and other materials provided by ACT **must** be shipped back to ACT within two days after all ACT QualityCore tests have been administered.

Disposition of Materials After Testing

Immediately after concluding the testing process, BACs/Test Supervisors should gather answer folders, prepare them as described in the *Room Supervisor's Manual*, and forward them, with completed administrative forms, to the DAC in the envelopes provided. Additionally, all test booklets must be boxed and forwarded to the DAC. As materials are received from schools, DACs should confirm that all administrative forms (School Report Headers, Irregularity Reports, etc.) have been completed appropriately and placed correctly with the answer folders for scoring. Additionally, the DAC must confirm that all materials including test booklets have been returned.

All ACT QualityCore test booklets must be returned by the schools in a secure manner, to the DACs. You will not be able to use these test booklets next year.

Test Book Tracking Log: As the Test Supervisor, the DAC is responsible for ensuring the security and return of the ACT QualityCore test booklets. Please use the form found in the *Test Supervisors Manual* to help keep track of who has what books.

Testing Irregularity Report: The *Test Supervisor's Manual* outlines prohibited behaviors and provides information on how to report those irregularities using the testing irregularity report document. This document can be found in the *Test Supervisor's Manual*.

Accommodations

Accommodated material order process: ACT offers ACT QualityCore test forms in Braille and 18-point large-print, and on audio DVD. Large-print answer sheets are also available for students with motor or vision impairments to mark responses to multiple-choice questions. Accommodations test materials can be ordered by contacting ACT QualityCore Customer Services at 866.764.7228. Accommodated testing materials must be ordered no later than 4 weeks prior to the test administration date to ensure delivery. An overview of accommodated testing procedures, *Instructions for Accommodated Testing*, is available on the Resources page when you log in to the ACT QualityCore website.

Grading and Students with Disabilities

A student's end-of-course test result may be used for a percentage of a student's final grade in the course, as outlined in local policy. Pursuant to 703 KAR 5:200, the Kentucky Board of Education (KBE) suggests the EOC assessment count 20% toward the student's final grade, with local school boards having discretion in setting the percentage. If the final percentage is less than 20%, the regulation requires reporting to the Commissioner of Education.

The Kentucky Department of Education has determined that Admissions and Release Committees (ARCs) do not have the authority to change the percentage of the course grade the EOC assessment will count for students with disabilities. Students with IEPs must have the same percentage of their grade based on EOC assessments as students without disabilities. If a district chooses to calculate the EOC assessment as 20% of a student's final grade for the course, the same percentage applies to a student with an IEP.

In researching EOC assessments used by other states, KDE found no state which allowed ARCs to change the percentage the EOC counts toward students' final grades.

KDE also consulted with the federal Office for Special Education Programs (OSEP) in reaching its decision. OSEP advised KDE that ARCs cannot change the district's EOC percentage for individual students with disabilities, stating that students cannot be allowed to receive a grade they do not earn. To do so would be unethical. OSEP went on to state there may be reasonable alternatives, such as a waiver system that allows some flexibility.

Kentucky has developed a waiver procedure. For students with a documented disability who, due to the severity of their disability, are unable to access the reading assessment without a reader, the district may apply to KDE for a waiver to use the read-aloud accommodation not otherwise permitted in this regulation. This waiver is intended for a very small number of students who are not eligible for participation in the Alternate K-PREP, are functioning significantly below their peers academically and have demonstrated, even after varied and repeated attempts to teach the skill, that they are unable to access the reading assessment without the use of a reader.

Schools determine how the remaining percentage of the course grade is calculated. There are many other classroom opportunities for students to demonstrate knowledge and content during the duration of the course. Demonstration of knowledge could be shown through homework, class participation, projects, labs, and/or other assessments. Success for students within the remaining percentage is within the teacher's and student's control. Students should have access to the content and be held to high expectations for performance. Formative assessment should be utilized to modify instruction along the way and intensive intervention provided when needed.

Supplemental Orders

School personnel should contact the DAC if they need additional ACT QualityCore testing materials. **All districts must place supplemental materials orders via email to ACT QualityCore Customer Service at qualitycorecustomerservice@act.org.**

If, for any reason, you need to request additional ACT QualityCore testing materials for any school in your district, contact ACT QualityCore Customer Services at 866.764.7228. Please be sure to identify your order as part of the state contract when you call. Please be aware the transfer of materials between schools is not allowed for the ACT QualityCore exam.

ACT QualityCore Reports

Student scores from EOC assessments contribute to school and district accountability. A student's EOC test result may be used for a percentage of a student's final grade in the course, as outlined in local policy. District staff will be asked to update KDE on the percentage the EOC assessment counts toward the student's final grade. If that percentage is less than 20%, school districts will submit reports to KDE providing justification. ACT QualityCore provides a variety of online reports designed to convey relevant score information to teachers and administrators. Teachers receive information about the performance of each of their students as well as information about their class as a group. Administrators have access to the student-level reports and to reports that roll up data into larger groups. Students who completed their exam using paper-and-pencil materials should expect to have reports available online no later than 10 business days after the documents are received for scoring. If documents are not properly packaged for return, the scoring turnaround time line will be impacted.

Report	Media
Individual Student Report	Online (DACs receive PDF copies on CD)
Overview Score Report	Online
Roster Report by Subscore	Online
Roster Report by Gender	Online
Roster Report by Ethnicity	Online
Roster Multiple-Choice Only Scores	Online

Resource Documents Available

- ACT QualityCore *Online User Guide*
- ACT QualityCore *Test Supervisor's Manual*
- ACT QualityCore *Room Supervisor's Manual*
- ACT QualityCore *Instructions for Accommodated Testing*
- ACT QualityCore *Educator's Guide*

Kentucky ACT QualityCore Website

KDE and ACT have created a Kentucky-specific ACT QualityCore website. Valuable resources including test manuals, on-demand videos, and links to training may be found at <http://www.act.org/stateservices/kentucky/before.html>.

Accountability

EOC test scores and separate writing scores contribute to the high school accountability in the categories of Achievement and Gap. Writing includes on-demand (grades 10 and 11) and editing and mechanics in ACT Plan (grade 10).

Students must be enrolled in the school for 100 days for EOC scores to be accountable to the school. The 100-day window will be based on the district accountability date (i.e., the summative test window in the last 14 days of the district's instructional calendar).

Scheduling Administration

Ideally, the EOC test will be administered as instruction concludes. For paper-based testing, ACT has committed to getting test results back to schools in the online system no later than 10 days from when they receive the answer folders. The timeframe for the return of test scores and calculation of final grades should be taken into consideration when scheduling test administration.

For schools administering CBT, administration schedules will need to be developed to rotate students through available computers to complete the online testing. Results for CBT should be in the online system within 24 hours of administration. Consideration of when teachers will need EOC exam grades for calculation of final student course grades should be taken into consideration.

Rosters

The Kentucky Department of Education will collect a roster from schools through SDRR. Step-by-step procedures will be shared through a DAC Monday E-mail.

Medical Exemption/Nonparticipation

Medical exemptions will be collected in SDRR throughout the year. School staff will be able to apply for exemptions in each window. Step-by-step procedures will be shared through a DAC Monday E-mail.

Appendix A: Course Codes for EOC as Defined by KDE

updated July 2012

English 10

230110–English 2

230162–Pre-IB English 2

Biology

302601–Life Science/Biology 1

302602–Biology II

302611–Biochemistry

302613–Microbiology

302614–Ecology

302623–IB Environmental Systems

302643–Pre-IB Biology

302644–IB Biology 2

302645–IB Biology 3

302646–AP Biology

302680–AgriBiology

302685–Agriscience

302698–Intro Biology with Earth/
Space Science

303010–Astrobiology

303091–Integrated Science I

303092–Integrated Science II

303093–Integrated Science III

302603–Honors Biology (*newly added*)

302618–Medical Science (*newly added*)

Algebra II

207311–Algebra II

U.S. History

450809–U.S. History Survey

450812–United States History 2,
Modern American

450814–American History, Advanced
Placement

450878–Contemporary U.S. History

450879–Advanced U.S. History

*Students taking courses where an End-of-Course (EOC) exam is required must be enrolled in a course with the appropriate EOC-related state course code. Multi-Subject/Multi-Grade cannot be used for EOC-exam-required content areas.

SECTION CONTENTS

ACT Compass

Contact Information	53
Program Overview	54
Placement Exam	56
ACT Compass Cut Scores	56
DAC Responsibilities for ACT Compass	57
Training for ACT Compass Administrators	59
Accommodations	59
Test Administration Window	59
Test Irregularity Reporting	59
Collaboration with Postsecondary	59
Interventions	60
Intervention Cycle	62
Technical Staff	63
ACT Compass Administration	64
Appendix A: ACT Compass Scores with Comparable CPE Benchmarks	65
Appendix B: ACT Compass Forms	69
Appendix C: ACT Compass Test Irregularities	75

Contact Information

Kentucky Department of Education

Jennifer Stafford

Policy Advisor

502.564.2256 ext. 4714

jennifer.stafford@education.ky.gov

Pamela Powers

Systems Consultant IT

502.564.4394 ext. 4741

pamela.powers@education.ky.gov

April Pieper

Interventions Information

Educational Program Consultant

502.564.4970 ext. 4519

april.pieper@education.ky.gov

Paul Shoemaker

Engineer/Architect

502.564.2020 ext. 2425

paul.shoemaker@education.ky.gov

ACT—ACT Compass

ACT Technical Support

800.645.1992

ACT Compass

Unbridled Learning: College and/or Career Ready for All

Kentucky's goal for the next generation of students is to increase the number of students graduating from high school and their level of preparedness to succeed beyond high school.

Kentucky has defined College Readiness as:

College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. "Succeed" is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses.

Kentucky's definition of Career Readiness is:

Career readiness is the level of preparation a high school graduate needs in order to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills that are essential in any career area such as critical thinking and responsibility; and technical, job-specific skills related to a specific career pathway.

To support the Unbridled Learning initiative, the Kentucky Department of Education is offering the following ACT Compass tests:

Reading, Writing Skills (English), and Mathematics

Note: ACT Compass does not have an English placement test. The Writing Skills test within ACT Compass aligns to the English test on the ACT. Kentucky will use the ACT Compass Writing Skills college placement test.

Program Overview

ACT Compass, an untimed computer-adaptive college placement test, helps educators:

- quickly *evaluate students' skill levels* in Reading, Writing Skills (English), and Mathematics
- *connect to the resources* they need to achieve academic success

The benefit of **ACT Compass** testing for students who are truly interested in attending college will be the placement of students in appropriate college credit-bearing courses. After completing an intervention, the student will be prepared to take the ACT Compass. Meeting the benchmarks¹ on ACT Compass allows students to be placed in college credit-bearing courses, not remediation courses, if they meet the individual postsecondary institution's requirements for admission.

As a computer-adaptive test, the ACT Compass program **adjusts the item difficulty level to the skills of the individual student**, eliminating items that are too easy or too difficult and that contribute little to the measurement. Such flexibility reduces the number of items and testing time, while maintaining the accuracy of placement results.

¹ See Appendix A for concordance of ACT Compass scores with CPE Benchmarks.

The adaptive nature of ACT Compass means that few examinees receive the same items or even the same number of items. Students begin testing with a medium level difficulty question. If the student answers correctly, a more difficult level question is provided to the student. If the student answers the medium level question incorrectly, a less difficult question is provided to the student. The software continues to provide more and less difficult questions until a reliability measure between 75 and 90 percent is reached.

Seniors may take the ACT Compass assessment in each subject area where they have not met the CPE ACT benchmarks. **Seniors may only take each eligible assessment TWICE with a minimum of five instructional days between tests.** An additional quality intervention must be provided prior to the second test administration. A minimum of five instructional days between assessments provides time for the intervention. Students may retake the ACT Compass at individual colleges and universities.

Length of Each Test

The adaptive testing of ACT Compass will continue to give students questions until a reliability measure between 75 and 90 percent is reached. Students who answer all questions incorrectly or correctly could receive as few as eight questions.

Reading

The **Reading Placement Test** is a multiple-choice test that helps determine if students have the reading skills needed to succeed in standard entry-level college courses.

Five types of reading comprehension passages are included:

- Practical Reading
- Prose Fiction
- Humanities
- Social Sciences
- Natural Sciences

Writing Skills (English)

The **Writing Skills Placement Test** is a multiple-choice test that requires students to find and correct errors in essays in the areas of usage and mechanics, including basic grammar, punctuation and sentence structure, and rhetorical skills, including strategy, organization and style.

Mathematics

The **Mathematics Placement Test** is a multiple-choice test that evaluates students' ability levels in terms of basic skills such as performing a sequence of basic operations, application skills such as applying sequences of basic operations to novel settings or in complex ways, and analysis skills such as demonstrating conceptual understanding of principles and relationships for mathematical operations.

ACT approved calculators are permitted or students may utilize the on-screen calculator. A list of approved calculators may be accessed at: <http://www.act.org/compass/tests/math.html>.

The Mathematics Placement Test is a combination of Pre-Algebra and Algebra items which will yield separate scores. See ACT Compass cut scores for placement purposes.

Placement Exam

ACT Compass is a placement exam for postsecondary institutions. ACT Compass is NOT a college admission test. Kentucky colleges and universities will not use ACT Compass scores for replacement of the ACT to admit a student into their institutions. The ACT Compass computer-adaptive college placement test helps colleges evaluate incoming students' skill level in Reading, Writing Skills (English), and Mathematics and place students in the appropriate level college course.

Students may retake the ACT to meet the admissions requirements at individual colleges/universities. The student's composite on the ACT qualifies him or her for college admission, not the ACT Compass exam.

Student Examples

Below are ACT scores for two students who received the same score on the ACT in English.

Student 1	Student 2
English 16	English 16
Mathematics 25	Mathematics 15
Reading 25	Reading 15
Science 25	Science 15
Composite 22	Composite 15

Student 1 could choose not to retake the ACT because his or her composite score is 22, high enough for admission into most colleges. The student could take the ACT Compass English Placement Exam. With the appropriate score, the student could be placed into college credit-bearing courses.

Student 2 would likely need to retake the ACT because his or her composite score is 15, too low for admission into most colleges. The student could take the ACT Compass placement exam in each of the areas. A student receiving the appropriate score on any placement exam could be placed into an appropriate credit-bearing course.

ACT Compass Cut Scores

The Kentucky Council on Postsecondary Education has defined a student to be prepared for college credit-bearing courses by meeting benchmark scores on the ACT. In Kentucky, students who meet the CPE ACT benchmarks are placed into credit-bearing courses by the admitting college or university.

The ACT Benchmarks (from ACT) reflect the level of preparation needed for students to have at least a 50 percent chance of achieving a grade of B or higher, or at least a 75 percent chance of a grade of C or higher, in entry-level credit-bearing college English Composition and Algebra. (The maximum ACT score is 36.)

ACT Compass scores are on a scale of 0–100. The ACT is on a scale of 0–36. ACT scores relate to ACT Compass scores. Students meeting the ACT Compass cut scores are also placed into college credit-bearing courses in Kentucky. The table below contains the level a student must perform on the ACT and/or ACT Compass to be prepared for college credit-bearing courses. Complete concordance tables are found in Appendix A.

Subject	ACT Compass Score (at or above)	ACT Benchmarks	CPE ACT Benchmarks
English (Writing Skills)	74	18	18
Mathematics (Algebra)	36	22	19
Reading	85	21	20

For the Mathematics Placement Test, student score reports will contain both Pre-Algebra and Algebra scores. The Pre-Algebra score is used by KCTCS for placement in non-credit bearing courses when the Algebra benchmark is not met. The Algebra score will be used for placement into credit-bearing courses and for accountability.

DAC Responsibilities for ACT Compass

The District Assessment Coordinator (DAC) is the primary liaison between KDE and the schools in the district for administration of ACT Compass. The DAC is responsible for ensuring adherence to the guidelines set herein. The DAC will be the district person who has oversight of the students who have had a quality intervention and qualify to take the ACT Compass (see Eligible Student File). The DAC is encouraged to participate in all conferences and workshops addressing testing procedures and the interpretation of results.

Important: Administration of ACT Compass will affect the College and Career Readiness Rate that will be a part of a district and school's accountability. Oversight must be provided to ensure a fair and equitable application of the testing program.

College Ready Status File

Seniors may take the ACT Compass assessment in each subject area they have not met the CPE ACT benchmarks. **Seniors may only take each eligible assessment TWICE with a minimum of five instructional days between tests.** An additional quality intervention must be provided prior to the second test administration. A minimum of five instructional days between assessments provides time for the intervention. Students may retake ACT Compass at individual colleges/universities.

During the fall, on the KDE secure website (<http://apps.kde.state.ky.us>), District Assessment Coordinators will find the district's students who are deemed college ready. Career readiness may be obtained in the TEDs system. When developing the college ready status file, KDE used the Statewide ACT administration test data, which most students took as a junior, and National ACT test data from 2008 through May 2013. There will be one file for each school. Each file contains:

- **Cover Sheet**—The cover sheet has critical information about the use and limitations of the file. Please read carefully.
- **College Ready**—Students on this list have met the college benchmarks and are NOT eligible for COMPASS or KYOTE.
- **NOT College Ready**—Students on this list have not met the college benchmarks and may be eligible for COMPASS or KYOTE.
- **Unknown**—Students on this list are Kentucky students for whom OAA does not have linked assessment data. They may be eligible for COMPASS or KYOTE. Please see the limitations listed below for more information.

KDE receives one national ACT data file in July of each year. If seniors take the ACT on a national test date during their senior year (i.e. December), KDE will not receive the scores until the following July. Schools will receive the student scores throughout the year. Therefore, schools may have results showing the student has met the ACT benchmark and does not need to take the ACT Compass assessment. ACT Compass scores and ACT National scores will be added to CIITS, as those files become available.

SSID Numbers

Students will need their SSID numbers to take the online version of ACT Compass. Social Security numbers are NOT used to identify students.

Registration for New Schools

District Assessment Coordinators must complete and return a New School Registration Form to **dacinfo@education.ky.gov**. Only schools with a six-digit school code may be registered. Other programs within a school will use the same credentials as the existing school. The electronic School Registration Form is available on the KDE website. For example, see Appendix B.

Staff Changes at Existing Test Centers

For schools that have undergone changes in ACT Compass testing staff, the DAC will notify KDE of additions and deletions of staff as needed. For changes in ACT Compass staff, DACs should remit the *Staff Change Form* to **dacinfo@education.ky.gov**. *Staff Change Form* is available on the KDE website. For example, see Appendix B.

Proctor Staff ID

As a best practice, at the beginning of each school year, the proctor account's password should be changed by the test coordinator. The proctor account is shared among testing staff and has a greater potential of security breaches. The proctor account uses the test coordinator's information. To protect test security, staff passwords may be changed at any time.

Report creation has been added to proctor accounts. If your proctor account cannot create reports, please send an e-mail to **dacinfo@education.ky.gov** to request this change.

Any staff password may be changed by going to **<http://compass.act.org/eCompass>** and entering the Staff ID and Password, then clicking on the Edit My Account button.

Forgotten Password

Existing staff who have forgotten their passwords must contact ACT Customer Support at 800.645.1992, Option 4.

Training for ACT Compass Administrators

New staff wishing to administer ACT Compass must be trained by the *KDE ACT Compass Training Series* with the DAC certifying that the training was completed. The *ACT Compass Training Series* is a series of voice-over PowerPoint presentations that are available on the KDE ACT Compass page.

An update session(s) for those previously trained will be provided. The recorded Update Training will be announced in a DAC Monday E-Mail and be posted on the KDE ACT Compass page.

Reminder: All staff administering ACT Compass must be trained annually on the *Administration Code for Kentucky's Educational and Assessment Programs* (703 KAR 5:080) and *Inclusion of Special Populations in the State-Required Assessment and Accountability Programs* (703 KAR 5:070) regulations prior to administering any state assessment.

Accommodations

KDE requires accommodated administration of ACT Compass for students with current documented disabilities. Students with a current Individualized Education Plan (IEP), 504 Plan, or Program Services Plan (PSP) may be tested using their specific accommodations. To be considered current, the diagnosis should have been made or reconfirmed within the last three years. A current Individualized Education Plan (IEP) or 504 Plan on file at the school is one that has been developed within the last 12 months.

Note: There are no large-print, Braille, or special forms for the ACT Compass online assessment. ACT Compass is an untimed, adaptive assessment. Students may take it across multiple settings. In most situations, when a student returns to the exact same test package, ACT Compass will resume where the student left off.

Reminder: All staff administering the ACT Compass test to students receiving accommodations must be trained on the *Inclusion of Special Populations in the State-Required Assessment and Accountability Programs* (regulation 703 KAR 5:070).

Test Administration Window

For the 2013–14 school year, the online ACT Compass system will be open to schools August 1 through June 15. Tests may be administered to students at any time during this window.

Test Irregularity Reporting

KDE should be notified when test irregularities happen. Test irregularities include, testing ineligible students, testing eligible students more than twice, and testing eligible students within five days of the first administration. This information should be reported to KDE through an electronic spreadsheet found on KDE's website, ACT Compass Test Irregularities. Completed spreadsheets can be returned to dacinfo@education.ky.gov. See an example in Appendix C.

Collaboration with Postsecondary

To provide current student ACT Compass scores for placement, KDE allows postsecondary institutions to access student scores throughout the school year. Specified personnel at each public two-year and four-year institution have been given access to the KDE ACT Compass system. College/university representatives may access score reports from any student who has shown an educational interest in the institution.

Each summer KDE will receive a file from the Kentucky Community and Technical College System (KCTCS) based on the students currently enrolled in grades 9–12 within Infinite Campus.

Interventions

For ACT Compass testing, the expectation is for students to test at the completion of an intervention. An **intervention** is an educational practice, strategy, curriculum, or program. (U.S. Education Department)

A quality, effective intervention is one that begins with the analysis of individual student diagnostic data for the purpose of designing and implementing an appropriate research-based intervention.

Elements of a Research-Based Intervention

Correctly Targeted

- Effective interventions are matched to the student’s academic needs

Explicit Instruction

- Break down the skills into manageable and deliberately sequenced steps
- Provide overt instruction in the skills and opportunities to practice
 - Step-by-step manner
 - Clear and detailed explanations
 - Mastery of each step before moving on to the next
- “I do” (presentation of materials), “we do” (guided practice), and “you do” (independent practice)
- Uses formative assessment (a significant number of quality teacher questions and student responses) to frequently check for student understanding

Appropriate Challenge

- If instruction is too easy, students won’t learn
- If instruction is too hard, students will give up
- Students need to experience adequate success with the instructional task

Opportunities to Respond

- The student actively responds at a rate frequent enough to promote learning (e.g., computer-assisted instruction, flash cards, paired peer practice)

Immediate Feedback

- The student receives prompt, descriptive performance feedback about the work completed

Regulation for Intervention

704 KAR 3:305 (Minimum requirements for high school graduation) requires the following:

Section #2: 1b: If students do not meet the college readiness benchmarks for English/language arts as established by the Kentucky Council on Postsecondary Education in 13 KAR 2:020, an English/language arts transitional course or intervention, which shall be monitored to address remediation needs, shall be required before exiting high school.

Section #3: 3c: If students do not meet the college readiness benchmarks for mathematics as established by the Kentucky Council on Postsecondary Education in 13 KAR 2:020, a mathematics transitional course or intervention which shall be monitored to address remediation needs shall be required before exiting high school.

Planning for Appropriate Interventions

There is a process that schools should follow to analyze student data and plan for appropriate interventions.

- Analyze student data for areas where students fail to perform to the standard or benchmark.
- Analyze student results to see if more than 20% of the students are failing to meet the standard or benchmark in the same area. If so, this is a Tier 1 Instructional Core issue and the school will need to consider overall curriculum gaps and make direct changes to its instruction.
- If less than 20% of the students fail to meet the standard or benchmark, this is a Tier 2 intervention issue and an individualized academic plan should be developed for each student to address the skills/concepts the student needs to master.
- The Intervention Cycle for the student would look similar to this:
 - The student would take a diagnostic pretest, which helps to specify exactly what areas of need the student has
 - The teacher would develop individual learning objectives for each student based on his or her individual academic needs
 - The teacher should work one-on-one, or in a small group if necessary, to help the student master the skills
 - The student would independently practice that particular skill
 - The teacher would formatively assess the student for mastery and move on to the next learning objective if the student has in fact mastered it, or re-teach addressing areas of need if the student did not master the skill
 - At the end of the intervention, when the student has formatively mastered the skills, the teacher would post-test to ensure the skills are mastered

Flexible Scheduling Ideas for Interventions

When determining the intervention schedule for a student, schools are encouraged to implement as flexible a schedule as possible. Students should remain in the intervention long enough to demonstrate mastery of the learning objectives.

Consider the following:

- Before or after school
- Summer program
- Night or Weekend program
- Content is embedded into an existing course and addressed through differentiated instructional practices
- During school (intervention time/daytime ESS)
- Performance-based credit

References:

Implementing Response-To-Intervention in Elementary and Secondary Schools:

Burns, M.K. & Gibbons, K.A., 2008

A Guide to the Kentucky System of Interventions:

<http://www.education.ky.gov/educational/int/ksi/Documents/KSIRtlGuidanceDocument.pdf>

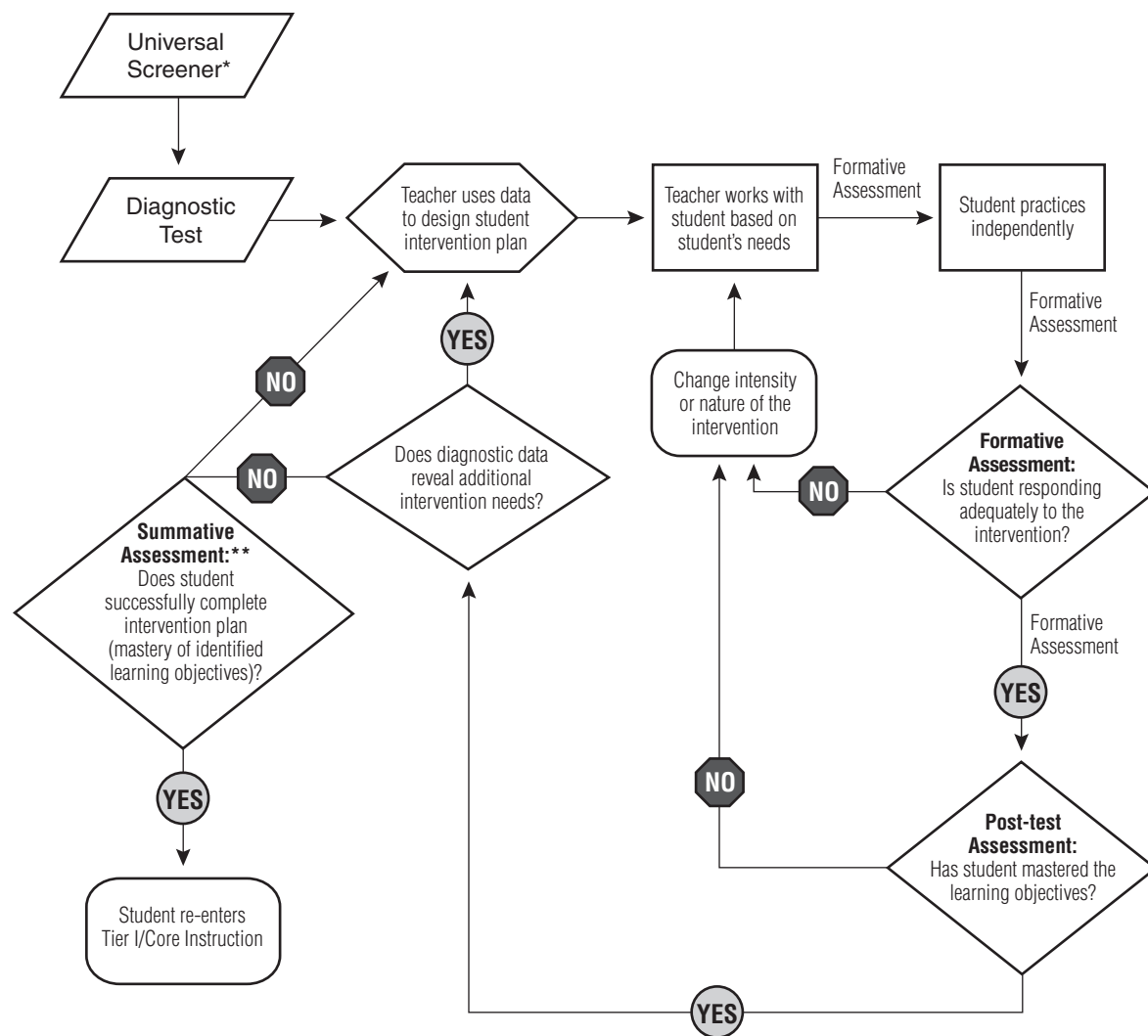
The Characteristics of Highly Effective Teaching and Learning:

[http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-\(CHETL\).aspx](http://education.ky.gov/curriculum/docs/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)

Intervention Cycle

January 2011

Office of Next Generation Learners



*For use with the COMPASS. "Universal screener" is the ACT.

**For College Readiness, COMPASS is a Summative Assessment.

Technical Staff

Information for technical staff can be found at <http://www.act.org/compass/tech/index.html>. Information includes:

- **Technical Specs** (*Revised November 2011 for Internet Explorer® 9*)
Minimum workstation requirements and settings needed to install ACT Compass
- **Technical Checklist** (*Revised May 2010*)
Things to watch for as you install ACT Compass
- **Installation Guide** (*Revised November 2011 for Internet Explorer® 9*)
Step-by-step instructions for installing ACT Compass
- **Supplemental Guide for Microsoft Windows® XP Service Pack 2** (*Revised May 2010*)
Preliminary installation steps to follow if your workstation is running Windows® XP
- **FAQs** (*Revised May 2010*)
Answers to common questions about installing and using ACT Compass
- **SSR File Layout** (*Updated October 2009*)
A detailed list specifying the meaning of codes built into ACT Compass
- **Uploading ACT Compass Data to Your Student Information System** *PDF; 5 pages, 33KB; updated February 2009*

The software may be installed on any number of workstations. An unlimited number of workstations may be installed.

Note: Macintosh® or the Win95 Macintosh emulation, Windows 95, or the original Windows 98 are not supported by ACT for ACT Compass Internet Version. Windows NT is supported for administrative use only. Windows NT is not supported for use as a testing workstation.

Please call ACT Technical Support at 800.645.1992 and select Option 2 (ACT Compass Technical Support) for additional information.

ACT Compass Administration

For detailed directions on administration, refer to the PowerPoint *Administering ACT Compass*.

Helpful Hints

- **Default printer**—choose the specific printer where the student reports are printed prior to the student beginning the test.
- **Screen Resolution**—change the computer screen resolution to **800 × 600** prior to the student beginning the tests.
- **Assistive Technology**—start the student’s assistive technology prior to beginning the ACT Compass exam.
- **Important: Student Information**—input the student SSID number and student name as it appears in Infinite Campus.

Note to Districts Using Apple® Computers

ACT Compass testing performs in a Windows environment. ACT Technical Support does not provide directions for Macintosh users. Districts using Macintosh machines have two options: (1) Provide Windows-based computers or (2) Install virtualization software such as Boot Camp®, Parallels®, or VMWARE Fusion®.

After Testing

Two score reports will print to the workstation’s default printer (one for student, one for school). Test administrators may discuss ACT Compass results with the student.

APPENDIX A: ACT Compass Scores with Comparable CPE Benchmarks

Table 1. ACT Compass Writing Skills to ACT English Concordance

(N = 183,317)

ACT Compass Writing Skills scale score	Concorded ACT English score	ACT Compass Writing Skills scale score	Concorded ACT English score	ACT Compass Writing Skills scale score	Concorded ACT English score
14	10	43	14	72	17
15	10	44	14	73	17
16	10	45	14	74	18
17	10	46	14	75	18
18	10	47	14	76	18
19	11	48	14	77	18
20	11	49	15	78	18
21	11	50	15	79	18
22	11	51	15	80	19
23	11	52	15	81	19
24	11	53	15	82	19
25	11	54	15	83	20
26	12	55	15	84	20
27	12	56	15	85	20
28	12	57	15	86	20
29	12	58	15	87	20
30	12	59	15	88	20
31	12	60	16	89	21
32	12	61	16	90	21
33	13	62	16	91	21
34	13	63	16	92	21
35	13	64	16	93	21
36	13	65	16	94	22
37	13	66	16	95	23
38	13	67	17	96	23
39	14	68	17	97	24
40	14	69	17	98	25
41	14	70	17	99	27
42	14	71	17		

This table can be used to relate ACT scores to ACT Compass scores. These estimates are based on the test scores of students who took both the ACT and ACT Compass.

Note that these scores should not be considered equivalent. They are scores for which approximately the same percentage of students scored at or below each pair of concordant scores. Concordant scores may vary slightly across different samples of students; the concordant scores for your institution may be different than those given here.

Table 2. ACT Compass Reading to ACT Reading Concordance

(N = 191,643)

ACT Compass Reading scale score	Concorded ACT Reading score	ACT Compass Reading scale score	Concorded ACT Reading score
44	11	72	15
45	11	73	15
46	11	74	16
47	11	75	16
48	11	76	16
49	12	77	17
50	12	78	17
51	12	79	17
52	12	80	18
53	12	81	18
54	12	82	18
55	12	83	19
56	12	84	19
57	12	85	20
58	13	86	20
59	13	87	20
60	13	88	21
61	13	89	22
62	13	90	22
63	13	91	23
64	14	92	23
65	14	93	24
66	14	94	25
67	14	95	26
68	14	96	27
69	14	97	28
70	15	98	29
71	15	99	31

This table can be used to relate ACT scores to ACT Compass scores. These estimates are based on the test scores of students who took both the ACT and ACT Compass.

Note that these scores should not be considered equivalent. They are scores for which approximately the same percentage of students scored at or below each pair of concordant scores. Concordant scores may vary slightly across different samples of students; the concordant scores for your institution may be different than those given here.

Table 3. ACT Compass Algebra to ACT Math Concordance

(N = 175,039)

ACT Compass Algebra scale score	Concorded ACT Math score	ACT Compass Algebra scale score	Concorded ACT Math score	ACT Compass Algebra scale score	Concorded ACT Math score
16	14	44	20	72	25
17	14	45	21	73	25
18	15	46	21	74	25
19	15	47	21	75	25
20	15	48	21	76	26
21	16	49	21	77	26
22	16	50	22	78	26
23	16	51	22	79	26
24	16	52	22	80	26
25	16	53	22	81	26
26	17	54	22	82	26
27	17	55	23	83	27
28	17	56	23	84	27
29	17	57	23	85	27
30	17	58	23	86	27
31	18	59	23	87	27
32	18	60	23	88	27
33	18	61	24	89	27
34	18	62	24	90	28
35	18	63	24	91	28
36	19	64	24	92	28
37	19	65	24	93	28
38	19	66	24	94	29
39	19	67	24	95	29
40	19	68	25	96	30
41	20	69	25	97	30
42	20	70	25	98	31
43	20	71	25	99	33

This table can be used to relate ACT scores to ACT Compass scores when placement is being considered for Intermediate Algebra and College Algebra courses. These estimates are based on the test scores of students who took both the ACT and ACT Compass.

Note that these scores should not be considered equivalent. They are scores for which approximately the same percentage of students scored at or below each pair of concordant scores. Concordant scores may vary slightly across different samples of students; the concordant scores for your institution may be different than those given here.

APPENDIX B: ACT Compass Forms

All forms are available from the KDE website. Forms may be completed electronically and sent to **dacinfo@education.ky.gov** by the DAC.



School or District Staff Change Form

DACs should complete a School Staff Change form when contacts change.

Submission Date: _____

6-Digit School Code: _____

District Name: _____

School Name: _____

Test Center Coordinator

The Test Center Coordinator is ACT's primary contact person for the School's Test Center.

	Previous Coordinator	New Coordinator
First Name:		
Last Name:		
Job Title:		
Address Line:		
City:		
ZIP Code:		
Phone:		
Email:		

Technical Support Coordinator

The Technical Support Coordinator may be either the district or school technical support person.

	Previous Coordinator	New Coordinator
First Name:		
Last Name:		
Job Title:		
Address Line:		
City:		
ZIP Code:		
Phone:		
Email:		

District Assessment Coordinator

	Previous DAC	New/Current DAC
Name:		
Email:		
Phone:		

When complete, return this form via email to dacinfo@education.ky.gov.



New School Registration Form

DACs should complete a registration form for EACH school wishing to administer the ACT Compass® assessments.

Date of Submission: _____

District Name: _____

School Name: (Official School Name) _____

6-Digit School Code: _____

Test Center Coordinator

Your Test Center Coordinator will be ACT's primary contact person for the School's Test Center.

First Name:		
Last Name:		
Job Title:		
Address Line:		
City:		
ZIP Code:		
Phone:		
Email:		

Technical Support Coordinator

Your Technical Support Coordinator will be contacted by ACT regarding any technical problems that may arise, such as network traffic or workstation setup. This may be either the district or school technical support person.

First Name:		
Last Name:		
Job Title:		
Address Line:		
City:		
ZIP Code:		
Phone:		
Email:		

DAC Name: _____

DAC Email: _____

DAC Phone: _____

When complete, return this form via email to dacinfo@education.ky.gov.

APPENDIX C: ACT Compass Test Irregularities

ACT Compass Test Irregularity Spreadsheet

First Name	Last Name	SSID	Content Test	Date	Time	Session Number*	School ID	COMMENTS**
John	Doe	194519452	Writing Skills	8/25/2012	9:00 a.m.	11190820	275100	Not eligible for test. John started the Writing Skills test by mistake. Should have taken the Reading test. Stopped test after first screen.

*The Session Number can be found on the Individual Student Report.

**The Comments area is designed to explain what happened and how the issue was corrected. Additional information may be requested by KDE on specific incidents.

The purpose of the ACT Compass Test Irregularity Spreadsheet is to report to KDE tests which were administered in error or when technical issues caused a test to not load or end properly. Submission of the ACT Compass Test Irregularity spreadsheet should occur as often as needed and may be held to the end of a month.

Customer Services

Phone

ACT Explore and ACT Plan Customer Services 877.789.2925
ACT Customer Service (General Questions) 800.553.6244 ext. 2800
ACT Customer Service (Accommodated Testing) 800.553.6244 ext. 1788
ACT QualityCore Customer Service 866.764.7228
ACT Compass (Implementation Questions) 800.645.1992
ACT Compass (Technical and Customer Support) 800.645.1992
ACT Test Security Hotline (for all ACT programs) 855.382.2645

Email

ACT Explore customerservice@act.org
ACT Plan customerservice@act.org
The ACT kyttest@act.org
ACT QualityCore qualitycorecustomerservice@act.org
ACT Compass (Implementation Questions) compass@act.org
ACT Compass (Technical Support) compass@act.org

Customer Services regular hours for all assessments:

Monday through Friday: 9:30 a.m.–6 p.m. (ET) or 8:30 a.m.–5 p.m. (CT)

Customer Services hours on Initial & Makeup Test Date for the ACT administration:

March 6 and 20, 2014: 7 a.m.–6:30 p.m. (ET) or 6 a.m.–5:30 p.m. (CT)

ACT Customer Services will be closed the following days during the school year:

- | | |
|--|--|
| • Labor Day | September 2, 2013 |
| • Thanksgiving and following day | November 28 and 29, 2013 |
| • Christmas Day and the preceding workday | December 24 and 25, 2013 |
| • New Year's Day and the preceding workday | December 31, 2013, and January 1, 2014 |
| • Martin Luther King, Jr. Day | January 20, 2014 |
| • Presidents' Day | February 17, 2014 |
| • Memorial Day | May 26, 2014 |
| • Independence Day | July 4, 2014 |

DACs should contact KDE Support and Research regarding:

- Who should test
- Allowable accommodations for ACT Explore, ACT Plan, ACT QualityCore, and ACT Compass
- Questions regarding accountability
- Changes to DAC name or contact information, school names, or shipping addresses

KDE Division of Support and Research 502.564.4394

Monday through Friday: 7:30 a.m.–5 p.m. (ET) or 6:30 a.m.–4 p.m. (CT)



